

DOCUMENT RESUME

ED 351 520

CE 062 329

TITLE A Comparative Analysis of High School Graduates in West-Central Pennsylvania Schools Served by the Clearfield County Vocational Technical School for the Years 1983, 1986, and 1989. Final Report.

INSTITUTION Clearfield County Vocational Technical School, Clearfield, PA.

SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE Mar 92

NOTE 175p.

PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC07 Plus Postage.

DESCRIPTORS Academic Education; Comparative Analysis; *Education Work Relationship; *Employment Patterns; *Enrollment Trends; Graduate Surveys; *High School Graduates; High Schools; Job Satisfaction; Postsecondary Education; Regional Schools; Student Educational Objectives; Vocational Education; Vocational Followup; Vocational Schools

IDENTIFIERS *Clearfield County Voc Tech School PA; *Pennsylvania (West Central)

ABSTRACT

An analysis compared the high school and post-high school experiences and opinions of students from the classes of 1983, 1986, and 1989 in a five-district area served by one area vocational-technical school (AVTS) in rural west-central Pennsylvania. Responses were examined overall and a comparison made by graduation year secondary program of study: academic, general, area vocational-technical school, and high school vocational. A survey questionnaire was mailed to all 2,490 graduates; 34 percent were returned. Findings were as follows: only the academic area increased in enrollment; enrollment in the academic and AVTS areas reversed, with the AVTS enrollment plummeting 40 percent; students evidenced a strong degree of satisfaction with the education received; students evidenced little overall mobility, with over 66 percent continuing to reside in the same district; individual student curriculum was a poor predictor of postsecondary employment status; the majority selected four-year colleges as their program of choice; the majority entering postsecondary education tended to remain with their program; employer-operated, formal on-the-job training of new employees affected only 17.88 percent; the majority of those working were satisfied with employment; and 60.86 percent felt their school programs were "not related" to their occupations. A need for job placement activities was identified. (The 28-page narrative is followed by 54 charts and 45 graphs that illustrate survey findings.) (YLB)

* Reproductions supplied by EDRS are the best that can be made *

* from the original document. *

MARCH 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

[Signature]

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

FINAL REPORT

A COMPARATIVE ANALYSIS OF HIGH SCHOOL GRADUATES IN
WEST-CENTRAL PENNSYLVANIA SCHOOLS SERVED BY
THE CLEARFIELD COUNTY VOCATIONAL TECHNICAL SCHOOL
FOR THE YEARS
1983, 1986, AND 1989

conducted by

THE CLEARFIELD COUNTY VOCATIONAL TECHNICAL SCHOOL
Ken Williams, Assistant Director

technical assistance and conceptual basis

Dr. Kenneth Gray, Professor
The Pennsylvania State University

computer services and data analysis

Neng-Tang Huang and
Wang, Wenjyh
Research Assistants
The Pennsylvania State University

funded by

The Pennsylvania Department of Education

BEST COPY AVAILABLE

ED351520

CE062329

TABLE OF CONTENTS

SECTION I

EXECUTIVE SUMMARY

Purpose of the Study	4
Scope	5

FINDINGS

A. Curriculum Distributions	7
B. The Vocational Curriculum	8
C. Curriculum Satisfaction	10
D. Student Mobility	11
E. Student Status	12
F. Post Secondary Education Entries	14
G. Post Secondary Education Enrollment	15
H. Occupational Groups	17
I. Firm Size	18
J. On-The-Job Training	19
K. Seeking New Jobs	20
L. Employment Levels	21
M. Math Levels	21
N. Total Credits	22
O. Science Credits	23
P. Enjoyment of High School	24
Q. Job Preparation	24
R. Curriculum Relationships to Occupation	25
S. Helpfulness of Job Placement Activities	26

SECTION II

INDEX TO CHARTS AND GRAPHS

Chart 1	Distribution by Year and Curriculum	1
Graph 1-1	Graduates - Year - Curriculum	2
Chart 2	Employment Level and Post Secondary Level	3
Chart 3	Employment Level - Occupational Mobility	4
Chart 4	Employment Level - On The Job Training	5
Chart 5	Employment Status - High School Curriculum	6
Chart 6	Enjoyment Of High School By Curriculum	7
Graph 1-6	Enjoyment Of High School by Curriculum	8
Chart 7	Enjoyment Of School by Year Of Graduation	9
Chart 8	Firm Size - Curriculum	10
Graph 1-8	Firm Size - Curriculum	11
Chart 9	Highest Math Level By Curriculum Area	12
Chart 10	Highest Math Level By Graduation Year	13
Chart 11	Job Preparation Value Of School Curriculum	14
Graph 1-11	Job Preparation Value Of School Curriculum	15
Chart 12	Highest Science Level By Curriculum	16
Chart 13	Highest Science Level By Graduation Year	17
Chart 14	Employment Sector - Weekly Earnings	18
Chart 15	Seeking Employment	19
Chart 16	Relationship Of Occupation To Curriculum	20
Graph 1-16	Relationship Of Occupation To Curriculum	21
Chart 17	Seeking Related Employment By Curriculum	22
Chart 18	Employment Level By School Curriculum	23
Graph 1-18	Occupational Level By School Curriculum	24
Chart 19	Graduate Mobility By Curriculum	25
Graph 1-19	Graduate Mobility By Curriculum	26
Chart 20	Graduate Mobility By Year	27
Graph 1-20	Graduate Mobility By Year	28
Chart 21	Total Math Credits By Year	29
Chart 22	Rationale For Not Entering Post-Sec Edu	30
Graph 1-22	Rationale For Not Entering Post-Sec Edu	31
Chart 23	Job Sector By Curriculum	32
Graph 1-23	Job Sectors - All Years	33
Chart 24	On The Job Training By Curriculum	34
Graph 1-24	On the Job Training - All Areas	35
Graph 1-24-2	On The Job Training By Curriculum	36
Chart 25	Helpfulness Of Job Place. Asst. - 83 & 86	37
Chart 26	Helpfulness Of Job Place. Asst. - All Yrs	38
Graph 1-26	Helpfulness Of Job Place. Asst. - All Yrs	39
Chart 27	Helpfulness Of Job Place. Asst. - 1989	40
Graph 1-27	Helpfulness Of Job Place. Asst. - 1989	41
Chart 28	Helpfulness Of Job Place. Asst. - 83 & 86	42
Chart 29	Post-Secondary Education Status	43
Graph 1-29	Post-Secondary Education Status	44
Chart 30	Post-Secondary Education Activity	45
Graph 1-30	Post-Secondary Education Activity	46
Graph 1-30-1	Post-Secondary Education Activities	47
Chart 31	Job Relativity To High School Curriculum	48
Graph 1-31	Relativity Of Curriculum To Employment	49
Graph 1-31-1	Relativity of Curriculum To Employment	50

Chart 32	Survey Responses By District	51
Graph 1-32	Survey Responses By District	52
Chart 33	Survey Responses By Curriculum	53
Graph 1-33	Survey Responses By Curriculum	54
Chart 34	Survey Responses Within Curriculum	55
Graph 1-34	Survey Responses Within Curriculum	56
Chart 35	Responses To Survey By Sex	57
Chart 36	Responses to Survey By Year	58
Graph 1-36	Responses To Survey By Year	59
Chart 34	Graduate Response - All Years	60
Graph 1-37	Graduate Response - All Years	61
Chart 38	Graduates By Year In Area	62
Graph 1-38	Graduates By Year In Area	63
Chart 39	Survey Response By District	64
Graph 1-39	Survey Response By District	65
Graph 1-39-1	Comparative Size of Districts	66
Chart 40	Satisfaction With High School Curriculum	67
Graph 1-40	Satisfaction With High School Curriculum	68
Graph 1-40-1	Satisfaction With High School Curriculum	69
Chart 41	Satisfaction With Present Employment	70
Graph 1-41	Satisfaction With Present Employment	71
Chart 42	Satisfaction With Curriculum By Year	72
Graph 1-42	Satisfaction With Curriculum By Year	73
Chart 43	Total Science Credits By Year	74
Chart 44	Curriculum Distribution By Sex (1983 & 1989)	75
Graph 1-44	Curriculum Distribution By Sex	76
Graph 1-44-1	High School Curriculum - Males 1983 and 89	77
Graph 1-44-2	High School Curriculum - Females 83 and 89	78
Graph 1-44-3	High School Curriculum - 1983 and 1989	79
Graph 1-44-4	Change In Curriculum Enrollment 83 and 89	80
Graph 1-44-5	Percentage Change In Enrollment 1983 - 89	81
Chart 45	High School Curriculum By Sex All Years	82
Graph 1-45	High School Curriculum By Sex All Years	83
Chart 46	Employed Graduates Seeking New Employment	84
Chart 47	Total Credits Versus Year Of Graduation	85
Chart 48	Students Entering Post Secondary Education	86
Graph 48-1	Students Entering Post Secondary Education	87
Graph 48-1-1	Percent Entering Post Secondary Education	88
Chart 49	Employment Status By Year	89
Graph 49-1	Underemployment-Unemployment By Year	90
Chart 50	Curriculum Distribution By Year	91
Graph 50-1	Curriculum Distribution By Year	92
Chart 51	Job Preparation Value Of Curriculum	93
Graph 51-1	Job Preparation Value Of Curriculum	94
Chart 52	Job Relativity Of Curriculum	95
Graph 52-1	Job Relativity Of Curriculum	96
Chart 53	Asst. In Finding Employment Class Of 1989	97
Graph 53-1	Asst. In Finding Employment Class Of 1989	98
Chart 54	Survey Population - Response Data	99

EXECUTIVE SUMMARY

MARCH 1992

A COMPARATIVE ANALYSIS
OF HIGH SCHOOL GRADUATES IN
WEST-CENTRAL PENNSYLVANIA
SCHOOLS SERVED BY THE
CLEARFIELD COUNTY VOCATIONAL TECHNICAL SCHOOL
FOR THE YEARS
1983, 1986, AND 1989

PURPOSE OF THE STUDY:

The purpose of this study was to provide follow-up data for high school planning and evaluation on a regional basis. The analysis compared the high school and post-high school experiences and opinions of students from the classes of 1983, 1986, and 1989 in a five (5) district area served by one half-day-about area vocational technical school. The region is located in rural west-central Pennsylvania.

Responses were examined overall and a comparison made by graduation year and secondary program of study: Academic, General, Area Vocational Technical School, and High School Vocational.

The period of time covered by this study from 1983 thru 1989 was one of marked educational changes throughout the Commonwealth of Pennsylvania. School districts throughout the state began to implement increasing credit requirements for high school graduation while overall secondary enrollments declined.

Therefore, this study provided an opportunity to examine the effect of such factors on the selected rural schools in the region covered.

SCOPE

This study included all 1983, 1986, and 1989 high school graduates from Clearfield Area School District, Curwensville Area School District, Philipsburg-Osceola Area School District, West Branch Area School District, and Moshannon Valley Area School District. (N=2490)

These five districts are served by the Clearfield County Vocational Technical School. All vocational-technical programs except business and agriculture are considered AVTS programs.

Population data including total enrollment, responses, and response rates by high school curricula are noted on Chart 54 as is the enrollment, responses, and response rates by year (1983, 1986, or 1989) and also by area school district. (Chart 54)

Selected information regarding the secondary educational background of each of the graduates was collected from their official school record

and high school transcripts by area counselors and support personnel in each of the five high schools included in the study. Full confidentiality and anonymity was guaranteed and inherent in the procedures used. No students were or are identifiable by name.

A comprehensive survey questionnaire was mailed to all graduates of the 1983, 1986, and 1989 school years in order to obtain specific data on their post-high school employment and educational activities. (Chart 38, Graph 1-38)

Responses to the survey questionnaire were evenly distributed by year (Chart 36), providing a stable data-base for the purposes of the project. (Graph 1-36 and Chart 54)

Thirty-four (34 %) percent of the questionnaires were returned. (Chart 32) (N=851) The pre-survey goal of at least one return for every three graduates (33 percent) was exceeded through multiple mailings to graduates who did not initially respond to the questionnaire. (Chart 37)

Survey responses (Chart 54) paralleled the respective size of the participating districts, giving the project a balanced composite of regional data. (Graph 1-32, Chart 39, and Graph 1-33)

Return data (Chart 54) was also differentiated by the graduate's curriculum to address the research questions inherent in the study (Charts 33 and 34, Graphs 1-33 and 1-34)

FINDINGS

A. DISTRIBUTION BY CURRICULUM

Between 1983 and 1989 the percentage of students in the five districts studied who were enrolled in and completed the academic curriculum increased from 21.83 percent of the 1983 graduating class to 35.77 percent of the 1989 graduating class. (+ 13.94 percent)

During the same time period, the percentage of students completing the general, AVTS, and high school vocational programs declined. (Chart 1)

The increase in the number of students enrolled in the academic program was evenly distributed among boys (+14 %) and girls (+15 %).

The AVTS programs showed the greatest loss in enrollment over this time frame, dropping from 37.03 percent of the class of 1983 to 24.74 percent of the class of 1989. (-12.29 percent)

This loss was evenly distributed by sex. In fact, when examined by sex, the movement out of the AVTS curriculum seems to not be biased by sex at all. (Chart 44, Graph 1-44)

As a result, it would not be supported by the data to assume that the decline in AVTS enrollment was due to curriculum change cut along sexual lines only. (Graph 1-44-1 thru 1-44-3)

The greatest AVTS loss in enrollment took place between 1983 and 1986 for males (-7 %) and between 1986 and 1989 for females (-14 %).

Much less pronounced enrollment declines were seen between 1983 and 1989 in both the general curriculum and in the high school vocational programs of business and agriculture. (Chart 1 and Graph 1-1)

Clearly the AVTS enrollments were impacted negatively over the period studied (Graph 1-44-4) and to a much greater degree than any other program.

It is significant that only the academic area increased in enrollment, reflecting an increased emphasis on preparing students for post secondary education and a far reaching de-emphasis on AVTS-based vocation education in the region. (Chart 50)

B. THE VOCATIONAL CURRICULUM

In 1983 the AVTS curriculum with 324 graduates was by far and away the curriculum of choice with over 37 percent (37.03 %) of the region's graduates attending the Clearfield County Vocational Technical School. (Chart 1, Graph 1-1)

The academic (21.83 %) and general curricula (21.71 %) vied for second place in 1983 with just under twenty-two percent apiece.

By 1986, however, major increases in student enrollment in the academic program (+10.74 %) allowed it to nearly approximate the AVTS's share of students (33.6 % versus 34.4 % respectively).

By 1989 the reversal in the area's enrollment pattern by curriculum was most evident.

In that final year of the study the academic curricula accounted for nearly thirty-six percent of the area's graduates (35.77 %) while the AVTS had decreased nearly 10 percentage points more to bottom-out at 24.74 percent of the 1989 population. (Graph 1-44-1) These significant changes are clearly evident in Graph 1-1.

While enrollment in the academic and AVTS areas reversed between 1986 and 1989, overall enrollment in both the general and high school vocational curricula remained static.

However, due to an eleven percent (11 %) decline in the student population between 1983 and 1989, the changing pattern of enrollment by curriculum is most clearly represented in Graph 1-44-5.

Significantly, although enrollment declined overall by just eleven percent between 1983 and 1989, academic enrollment increased forty-six percent (+46 %), general enrollment and high school vocational enrollment

declined by fourteen percent (-14 %) and fifteen percent (-15 %) respectively.

The AVTS enrollment, however, plummeted some forty percent (-40 %) from 324 students (1983) to just 193 graduates in 1989. (Chart 50, Graph 50-1)

The reason(s) for this dramatic decline in AVTS enrollment may well be due to local issues not shown by the data in addition to the verified movement of students into the academic curriculum and increasing credit requirements.

Just how dynamic these other factors might have been was not a part of this study nor does the data collected here show which factor(s) are "cause" and which are "effect."

The reader is cautioned that the issues may well be more complex than examined by this study and that while the changes in enrollment patterns are clear the causes may not be as simplistic as suggested above.

C. CURRICULUM SATISFACTION

Across the entire period of the study students evidenced a strong degree of satisfaction with the education received in their high schools. A wide majority of students (81.92 %) reported being "satisfied" or "very satisfied" with their respective curriculum.

However, 15.4 percent were "unsatisfied" with their program while just 2.6 percent were "very unsatisfied" with their curriculum. (Chart 40, Graph 1-40)

There was no clear evidence that student satisfaction was influenced by any specific curricula although it appears that graduates of the general curriculum were somewhat less "satisfied" than their counterparts. (Chart 40) The study showed no differentiation of satisfaction by year or curriculum. (Chart 42, Graph 42-1)

Although the data clearly shows a viable region-wide level of satisfaction, (Graph 1-40-1) however, the fact that some 18 % of the graduates were not satisfied suggests strongly that further study by area schools and curriculum coordinators may deserve priority status.

D. STUDENT MOBILITY

Because of plant and mine closures in the region and continuing double-digit unemployment, local school personnel have expressed on-going concerns over the possibility of a wholesale and wide-spread out-migration of area graduates.

Students in the region and time periods studied, however, evidenced little overall mobility with the majority (66.71 %) continuing to reside in exactly the same district from which they graduated. (Chart 19, Graph 1-19)

Less than ten (10 %) percent had even left the Commonwealth. It especially was noted that nearly eighty percent (78.28 %) of the graduates lived less than fifty miles from their district of graduation and that less than a quarter (21.73 %) lived further than 50 miles from their school of origin.

The study's conclusion was that there was no evidence that mobility was curriculum sensitive (Graph 1-19) or that wholesale numbers of students were exiting the region.

Mobility seemed not to be strongly impacted over time (1983-1989) as one might expect. (Chart 20) There was no significant difference in mobility between 1983 graduates and those from the 1989 group nor did the study conclude from the data analysis that mobility could be predicated upon curriculum. (Graph 1-20)

E. STUDENT STATUS

The data in the study indicated that individual student curriculum is a poor predictor of post-secondary employment status. However it was possible to identify some interesting tendencies from the data which deserve further study.

The study examined the employment level of graduates versus their post-secondary education. (Chart 2) Also reported is graduate employment level versus graduate mobility. (Chart 3)

The project collected and reports results (Chart 4) comparing graduate employer "level" versus on-the-job training. Also delineated is data which examines graduate employee status by high school curriculum. (Chart 5)

The largest group of survey respondents who were post-secondary students (50 %) were from the academic curriculum. The smallest were the AVTS graduates (7 %). Overall twenty-seven (27 %) percent of the graduates responding went on to higher education.

On the other hand, graduates who had successfully entered the labor force were led by AVTS graduates (67 %). Academic students were the smallest group (39 %) with general and high school vocational at fifty-seven (57 %) percent apiece.

The study also examined data on the employment level (or status) of graduates by school curricula. (Chart 18)

Over forty-eight percent (48.34 %) were "general" employees and just over one fourth (25.61 %) reported themselves in "high-tech or high-skill" positions. (Graph 1-18)

Interestingly only eleven (11 %) percent of respondents identified themselves as seeking employment.

Broken down by year, (Chart 49) surveyed graduates of the class of 1983's adjusted underemployment/unemployment rate was less than six percent (5.43 %).

The rate for the class of 1986 was 11.51 %, a figure directly in parallel with county-wide B.E.S. data (March 1992 county rate = 11.8 %).

As expected, the rate was higher for the younger group (1989 graduates) who posted a 13.21 % rate. Overall the rate was 10.02 percent. (Graph 49-1)

It is not possible to state definitely from the data collected in this study that one or another curriculum area provided any type of definitive labor market advantage.

F. POST-SECONDARY EDUCATION ENTRIES

It was clear that the majority of students for the period and districts studied selected four-year colleges as their program of choice (56 %).

As one might expect, by far and away the majority of these were graduates from the academic program (77 %). Overall eighty-two (82 %) percent of academic respondents went on to four-year post-secondary programs.

The post-secondary programs of choice for AVTS graduates were clearly programs at trade, business, or technical schools of one to two years duration (52 %).

General and high school vocational graduates who entered post-secondary education tended to spread themselves more evenly across programmatic lines rather than evidencing concentration with any area.

G. POST-SECONDARY EDUCATION ENROLLMENTS

The data studied revealed that the majority of area students entering post-secondary education tended to remain with their post-secondary programs.

Only 10.02 percent of those surveyed had withdrawn from post-secondary education while nearly 89.98 percent were graduates or were still enrolled in post-secondary programs. (Chart 29)

It was not possible from this study's data to predict post-secondary success on a stayer/graduate vs leaver basis using high school curriculum data.

Overall, the data reflects a solid base of post secondary retention/completion. (Graph 1-29) This is most accurately reported in Chart 30 and Graph 1-30 by curriculum area and for all years and all courses of study in Graph 1-30-1.

However, when asked why they had not entered post-secondary education over thirty-one percent (31.58 %) of the general students and over forty-two percent (42.11 %) of the AVTS graduates attributed it to the fact that they lacked requirements. (Chart 22)

Of even greater significance was the fact that nearly twenty percent (19.70 %) or one in five graduates reported that they did not pursue post-secondary education due to a lack of money. (Graph 1-22)

Such data certainly underscores the need for additional research relative to those two (2) factors which are inhibitors to student entry into post-secondary education.

The data revealed that the movement from high school to post secondary education followed the same dichotomy reversal noted earlier between the academic and AVTS programs looking at the period 1983 versus 1989.

In 1983 nearly forty percent (39.35 %) of the students entering post-secondary education were from the AVTS curriculum and less than twenty-five percent (24.91 %) were out of the academic curriculum.

By 1989 less than twenty percent of the AVTS graduates entered post-secondary education (19.57 %) while more than forty percent (43.42 %) of the academic graduates pursued post-secondary programs. (Chart 48)

Little change was noted in the other curriculum areas as regards post-secondary enrollments.

Two scenarios are suggested: First, students moved out of the AVTS field into the general, business, and high school vocational curricula replacing students from those programs who were drawn into the academic curriculum.

The second scenario of what took place over the time frame involves a movement of students out of the AVTS programs (even though the study clearly shows that these students were already moving beyond high school into post-secondary experiences) and into the academic curricula from which the post-secondary step was then made. (Graph 48-1)

Which (or if) one scenario or the other was dominant is not resolved within the scope of this study. In any event the result appears clearly to have established AVTS as a terminal program over these years from 1983 to 1989 in direct contrast to (and perhaps the underlying cause of) the "tech-prep" thrust of the 1990's. (Chart 48)

Interestingly enough, the percentage of students moving beyond high school into post-secondary programs overall appears not to have changed dramatically in the period despite the major increases noted in enrollment in the academic curriculum: 1983 (34.1 %), 1986 (31.3 %), 1989 (34.6 %). (Graph 48-1-1)

H. OCCUPATIONAL GROUPS

While the study concluded that secondary curriculum area was a poor predictor of post-secondary occupational placement, some tendencies seemed clear.

Academic graduates tended to follow service (18.33 %), public sector (22.50 %), and health careers (26.67 %). (Chart 23)

Not surprisingly, nonacademic curriculum graduates showed greater diversity in career entry across all ten (10) occupational sectors identified in the study.

The lowest areas for employment reported were farming (1.8 %) and mining (2.92 %), data which very much reflects of the changing economy of the region. (Chart 23)

Manufacturing and health career areas led the way with twenty (20 %) percent and 14.61 % entries respectively, followed closely by the "service" sector (14.38 %), again reflecting the availability and types of localized employment opportunities. (Graph 1-23)

I. FIRM SIZE

Firm size of employed graduates showed no cause-effect relationship to the students' school curriculum. (Chart 8)

However, it was apparent from the data reported that overall area graduates were most often employed in small firms and, in fact, in firms having twenty-five (25) or fewer employees. (Graph 1-8)

This data has obvious and very important implications in the area of on-the-job training and post-school training programs available at the employer level. (Section G)

Interestingly enough, academic graduates tended to fall into either the smallest firms (less than 26 employees at 33.06 %) or largest firms (greater than 300 employees at 33.06 %) by size.

Such a distinct bias was not evident in data examined for general, AVTS, or high school vocational program graduates.

The study provided no rationale for this dichotomy and suggests a need for further study and analysis.

J. ON-THE-JOB TRAINING

Perhaps due most to the evidenced small firm size of employers (See Section I), the study revealed that employer-operated, formal on-the-job training of new employees impacted on only 17.88 % of the graduates.

It was apparent that the bulk of employer training was conducted on-the-job via co-workers (28.70 %) and from individual supervisors (26.27 %). (Chart 24)

Interestingly, the smallest response was employees reporting that no added training was necessary for their jobs (3.53 %). Furthermore, those trained in school-based programs (17.22 %) most nearly paralleled the employer-trained group (17.88 %), perhaps showing increased employer reliance on school programs and the need (due to size) to rely on the schools for their training needs. (Graph 1-24)

If this data is supported by further research, the importance it has for curriculum-based occupational training across all curricula areas is obvious. (Graph 1-24-2)

K. SEEKING NEW JOBS

If job satisfaction can be based on whether or not the individual is actively seeking a new (or different) position, the study confirmed that the majority of those working (67.24 %) are clearly well satisfied with their employment and were not seeking new employment. (Chart 15)

For those graduates employed full-time, 77.22 percent were not seeking change. Even of those working part-time, 75 percent were not seeking change. (Chart 46)

Students were also asked to indicate their level of satisfaction with their current employment. Nearly eighty-five percent (84.82 %) responded that they were either "very satisfied" (36.16 %) or "satisfied" (48.66 %). (Chart 41, Graph 1-41)

Only 2.01 percent identified themselves as being "very unsatisfied" with their employment. (Graph 1-41)

L. EMPLOYMENT LEVEL

The study examined graduates employment level with regard to curriculum area. While curriculum was not a significant predictor of employment level, (DF=9 Chi-Square PROB = 0.000) it was interesting to note (see table) that the largest percentage of graduates who were self-employed/owners of business (62.50 %) and those workers in high-skill/technical positions (35.34 %) were graduates of the AVTS curriculum.

AVTS graduates (30.85 %) were second only to academic graduates (38.3 %) employed at the managerial/supervisory level.

M. MATH LEVELS

Students graduating from area districts surveyed seemed well served by the math curriculum. (Chart 9) With regards to their highest movement in the curriculum, 68.67 percent had completed at least Algebra I.

Over half (50.56 %) had progressed as high as Geometry, 43.09 percent through Algebra II, and 31.72 percent to Trigonometry or college level mathematics. (Chart 9)

Finally, 16.71 percent had moved as high as pre-calculus, calculus, or analytical geometry although just 2.29 percent had the advantage of advanced math courses for which university/college credits could be awarded.

As expected, the highest math level of students of the class of 1989 was higher than that obtained by graduates of the class of 1983. (Chart 10)

The study showed clearly that there was significant difference at the 0.05 Alpha Level at all curriculum levels and all years. (Chart 21)

Without exception this was true across all curricula: academic, general, AVTS, and high school vocational for the years 1983 -1986-1989. (N=2487)

N. TOTAL CREDITS

The study found that there was significant differences in the total credits completed in comparing 1989 with 1986 graduates, 1989 with 1983 graduates, and 1986 with 1983 graduates.

This data is not surprising and reflects the increase in state mandated graduation requirements in the period studied.

It also follows the pattern of student movement away from the AVTS towards the academic curriculum, a movement which would entail more

emphasis on credit requirements over the period even without state mandates.

Comparison at all levels were significant at the 0.05 level. (Chart 47)

0. SCIENCE CREDITS

Students graduating from the surveyed districts surveyed appear to have been prepared by the science curriculum through general science for most students and through chemistry for academic students and even some students in the general program.

With regards to their highest movement in the curriculum; however, only those in the academic areas moved into the upper level science courses. (Chart 12)

When examined by year, however, it is obvious that students from the class of 1989 were moving higher in the science realm than those in the class of 1983. (Chart 13)

The study showed that there was significant difference at the 0.05 Alpha Level across all curriculum levels and all years.

Without exception this was true in all curricula: academic, general, AVTS, and high school vocational. (Chart 43)

P. ENJOYMENT OF HIGH SCHOOL

Graduates surveyed, when asked to reflect back on how they had enjoyed their high school years, indicated high levels of "enjoyment" (65.28 %) and "very much enjoyed" (21.64 %). (Chart 6) Thus, nearly 87 percent of the area's graduates reported that they either "enjoyed" or "very much enjoyed" high school. (Graph 1-6)

However, 10.46 % did "not enjoy" school and 2.62 % "very much disliked" school.

Like the data reported in Section C (Chart 40, Graph 1-40) the data in Chart 6 and Graph 1-6 should be disturbing to school personnel and the need for additional study is strongly suggested.

No particular difference by year or curricula (Chart 7) was seen although it appears that overall the academic students may have enjoyed school more than any of the other curriculum areas.

However, high school curriculum area was not by and of itself a valid predictor of school satisfaction and the study showed no cause-effect relationship.

Q. JOB PREPARATION

The study provides data relative to graduate feelings about the job preparation value of their respective high school curricula. (Chart 11).

AVTS graduates seemed to recognize the job preparation value of their program more so than any other course of study. Results indicated that nearly fifty percent (47.73 %) felt that the AVTS curriculum was "very helpful" as regards job preparation.

Districts may well see the need to follow-up on the fact that 34.92 percent of the region's graduates felt that the school's curriculum was "not" helpful in job preparation. (Graph 1-11)

The cause for this was outside the scope of this particular study, but with 41.14 % of academic graduates and 41.30 % of general graduates reporting that their schooling was not helpful in job preparation, this is obviously an area deserving additional research. (Chart 51, Graph 51-1)

R. CURRICULUM RELATIONSHIP TO OCCUPATION

As an adjunct to the question discussed in Section Q, graduates were asked whether or not their occupation was related to their high school curriculum.

While the AVTS and high school vocational graduates were more positive in their replies than either academic general students, the overall responses to this research question were disturbing.

The study determined that 60.86 percent of area graduates felt that their school programs were "not related" to their occupations. (Chart 16)

This data is borne out by survey data relative to whether or not students attempted to find employment related to their curricula. (Chart 17)

Most disturbing in this regard was the fact that 95.40 percent of the academic program graduates responding felt "no" relationship between their course of study and their occupation. (Graph 1-16, Chart 31, and Graph 1-31)

Further research is strongly suggested by these results. (Graph 1-31-1, Chart 52, and Graph 52-1)

S. HELPFULNESS OF JOB PLACEMENT ACTIVITIES

Very much akin to the issues of job preparation (Section Q), curriculum satisfaction (Section C) and occupational relativity of the curriculum (Section R) is the helpfulness of school or curriculum based job placement activities. (Chart 25 and Chart 26)

When responses from graduates from all years surveyed are reviewed, only seven percent (7 %) felt that the school's assistance was "very helpful". Over sixty percent (60.62 %) responded that placement by the schools was "not helpful" at all. (Chart 26)

AVTS graduates clearly recognized a higher level of placement assistance with 67.80 percent of the "very helpful" responses being from those AVTS students. (Graph 1-26)

Despite that, over fifty percent (53.17 %) of even the AVTS students felt that placement activities of the school were "not helpful." The data for the other curricula areas are even more disheartening for the "not helpful" category: Academic (60.16 %), General (68.89 %), and High School vocational (60.53 %). (Chart 26)

When reviewed by year, the 1989 graduates (Chart 27, Graph 1-27) felt more positive as a whole relative to the value of the school's job placement assistance than did the combined classes of 1983 and 1986. (Chart 28)

Even the best datum in this regard (class of 89) shows that well over half of our area's graduates (57.09 %) feel that the school's placement assistance is not helpful. (Chart 27 and 53, Graph 53-1)

Finally, this data has direct and immediate implications for both the AVTS and high school vocational areas which are by tradition "expected" to provide a higher level of job placement assistance than what one might expect from either the academic or general areas. (Graph 1-27)

The data indicates that a need exists across curricula lines for increased services and although the AVTS appears stronger on the surface

this may be due, at least in part, to the fact that the other curricula are so weak. (Chart 26, 27, and 28)

Overall the data very much indicates an area in which schools may well be deficient. Additional research is suggested and, if proven valid, the need for remediation of this problem area is strongly indicated.

S E C T I O N I I

C H A R T S
A N D
G R A P H S

CHART 1

DISTRIBUTION OF GRADUATES BY YEAR AND CURRICULUM

[CODE 1: BY-YOG]

FREQUENCY

PERCENT

ROW %

COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
1983	7.67	7.63	13.01	6.83	35.14
	21.83	21.71	37.03	19.43	
	25.74	37.77	40.3	38.55	
1986	10.92	5.98	11.53	5.1	33.53
	32.57	17.84	34.37	15.21	
	36.66	29.62	35.7	28.8	
1989	11.2	6.59	7.75	5.78	31.33
	35.77	21.03	24.74	18.46	
	37.6	32.6	24	32.65	
TOTAL	742	503	804	441	2490
	29.8	20.2	32.29	17.71	100

CHI-SQUARE DF=6 VALUE=59.31 PROB=0.000
N=2490

BEST COPY AVAILABLE

32

GRADUATES BY YEAR AND CURRICULUM
GRAPH 1 - 1

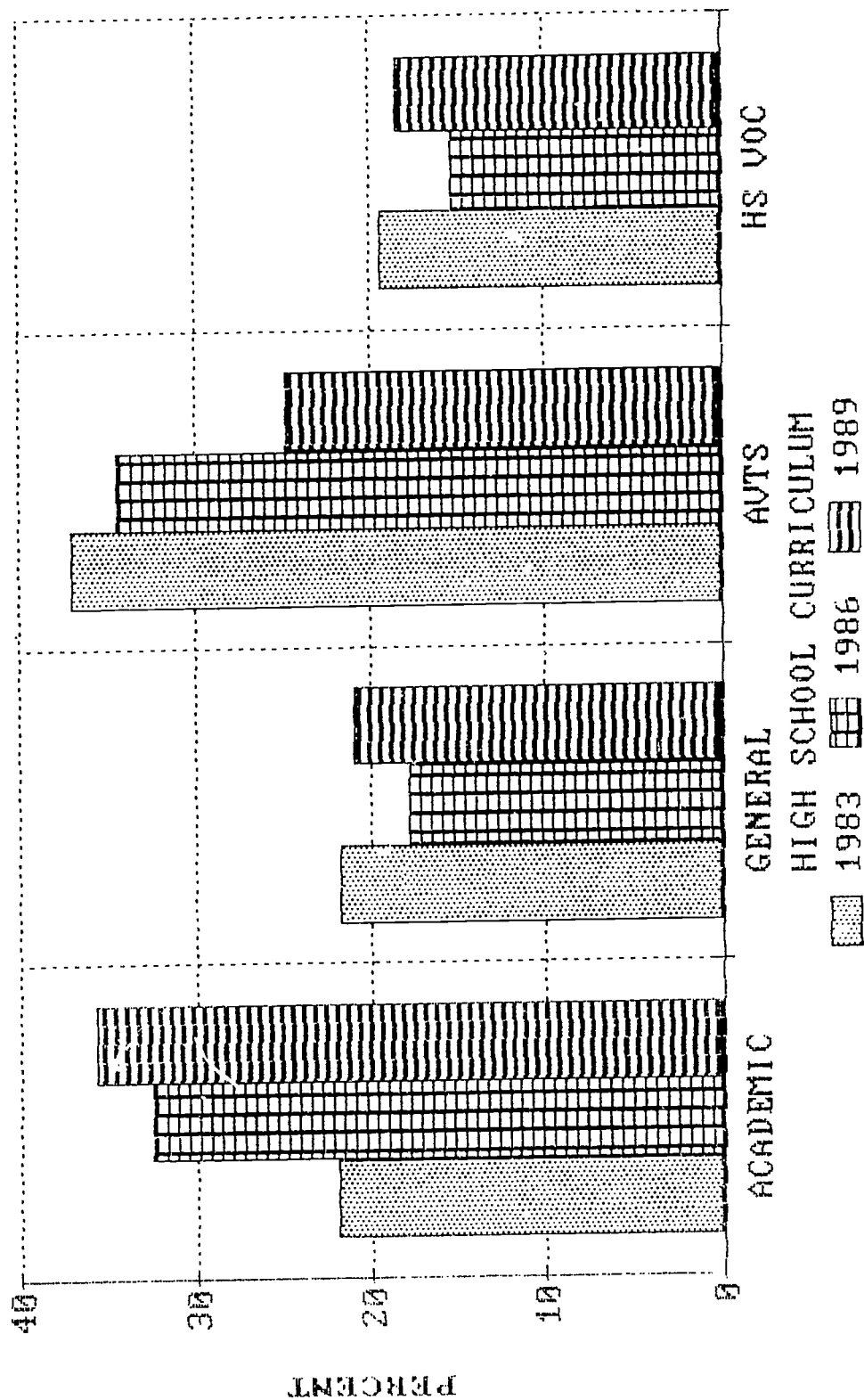


CHART 2

EMPLOYMENT LEVEL VS POST SECONDARY EDUCATION

DATA COMBINATION [CODE 2: ELVL-2ED]

FREQUENCY

PERCENT

ROW %

COL. %

	NONE	1 - 2 YRS	4 YRS COLLEGE	MILITARY TRAINING	TOTAL
GENERAL	110	44	43	10	207
EMPLOYEE	25.35	10.14	9.91	2.30	47.70
	53.14	21.26	20.77	4.83	100.00
	60.44	37.93	38.05	43.48	47.70
MANAGER	32	23	35	2	92
SUPV	7.37	5.30	8.06	0.46	21.20
LEVEL	34.78	25.00	38.04	2.17	100.00
	17.58	19.83	30.97	8.70	21.20
OWNER	13	8	1	0	22
SELF-	3.00	1.84	0.23	0.00	5.07
EMPLOYED	59.09	36.36	4.55	0.00	100.00
	7.14	6.90	0.88	0.00	5.07
HI-SKILL	27	41	34	11	113
TECHNICAL	6.22	9.45	7.83	2.53	26.04
POSITION	23.89	36.28	30.09	9.73	100.00
	14.84	35.34	30.09	47.83	26.04
TOTAL	182	116	113	23	434
	41.94	26.73	26.04	5.30	100.00

CHI-SQUARE DF=24

VALUE=63.070

PROB=0.000

N=434

MISSING=5

REPORT COMPACTED FOR CLARITY

CHART 3

EMPLOYMENT LEVEL VS OCCUPATIONAL MOBILITY

DATA COMBINATION [CODE 3: ELVL-MOB]

FREQUENCY

PERCENT

ROW %

COL. %

	SAME DIST	SAME COUNTY	LESS THAN 50 MI	OVER 50 MI	OUT-OF STATE	TOTAL
GENERAL	148	11	15	22	15	211
EMPLOYEE	33.79	2.51	3.42	5.02	3.42	48.17
	70.14	5.21	7.11	10.43	7.11	
	55.64	45.83	45.45	37.29	26.79	
MANAGER	45	2	10	16	18	91
SUPV	10.27	0.46	2.28	3.65	4.11	20.78
LEVEL	49.45	2.20	10.99	17.58	19.78	
	16.92	8.33	30.30	27.12	32.14	
OWNER	18	1	2	1	0	22
SELF-	4.11	0.23	0.46	0.23	0.00	5.02
EMPLOYED	81.82	4.55	9.09	4.55	0.00	
	6.77	4.17	6.06	1.69	0.00	
HI-SKILL	55	10	6	20	23	114
TECHNICAL	12.56	2.28	1.37	4.57	5.25	26.03
POSITION	48.25	8.77	5.26	17.54	20.18	
	20.68	41.67	18.18	33.90	41.07	
TOTAL	266	24	33	59	56	438
	60.73	5.48	7.53	13.47	12.79	100.00

CHI-SQUARE DF=12

VALUE=37.752

PROB=0.000

N=438

MISSING=1

REPORT COMPACTED FOR CLARITY

CHART 4

EMPLOYEE LEVEL VS ON-THE-JOB TRAINING

[CODE 4: ELVL-JJT]

FREQUENCY

PERCENT

ROW %

COL. %

	GENERAL EMPLOYEE	MGR/SUPV LEVEL	OWNER/SELF EMPLOYED	HI-SKILL TECH JOB	TOTAL
EMPLOYER	8.45	4.69	0.23	4.23	17.61
TRAINED	48	26.67	1.33	24	
	17.31	21.98	4.76	16.98	
CO-WORKER	18.08	4.93	0.23	5.4	28.64
TRAINED	63.11	17.21	0.82	18.85	
	37.02	23.08	4.76	21.7	
SUPV	13.85	7.28	1.41	4.93	27.46
TRAINED	50.43	26.5	5.13	17.95	
	28.37	34.07	28.57	19.81	
NO NEED	2.35	0.7	0.23	0	3.29
FOR TRAINING	71.43	21.43	7.14	0	
	4.81	3.3	4.76	0	
SCHOOL	4.69	2.35	1.41	8.69	17.14
TRAINED	27.4	13.7	8.22	50.68	
	9.62	10.99	28.57	34.91	
NO	1.41	1.41	1.41	1.64	5.87
TRAINING	24	24	24	28	
	2.88	6.59	28.57	6.6	
TOTAL	208	91	21	106	426
	48.83	21.36	4.93	24.88	100

CHI-SQUARE DF=15

VALUE=75.685
N=426

PROB=0.000

CHART 5

EMPLOYMENT STATUS BY HIGH SCHOOL CURRICULUM

[CODE 5: EMP-HSC]

FREQUENCY

PERCENT

ROW % COL. %	EMPLOYED FULL TIME	HOME MAKER	NOT EMP NOT SEEKIN	NOT EMP SEEKING	P-T EMP NOT SEEK
ACADEMIC	13.36 37.67 26.59	0.35 1 7.32	0 0 0	1.3 3.67 25	0.35 1 10.71
GENERAL	8.87 54.75 17.65	0.95 5.84 19.51	0.24 1.46 33.33	0.35 2.19 6.82	0.35 2.19 10.71
AVTS	18.56 61.81 36.94	2.48 8.27 51.22	0.24 0.79 33.33	2.6 8.66 50	1.54 5.12 46.43
HIGH SCHOOL VOCATIONAL	9.46 51.61 18.82	1.06 5.81 21.95	0.24 1.29 33.33	0.95 5.16 18.18	1.06 5.81 32.14
TOTAL	425 50.24	41 4.85	54 6.38	44 5.2	28 3.31

	P-T EMP SEEKING	PHY UNABLE	MILITARY	FULL TIME STUDENT	STUDENT P-T WORKER	TOTAL
ACADEMIC	2.01 5.67 35.42	0.12 0.33 20	0.35 1 12.5	10.64 30 64.29	6.97 19.67 69.41	35.46
GENERAL	1.3 8.03 22.92	0.12 0.73 20	0.71 4.38 25	1.77 10.95 10.71	1.54 9.49 15.29	16.19
AVTS	0.95 3.15 16.67	0.24 0.79 40	1.3 4.33 45.83	1.89 6.3 11.43	0.24 0.79 2.35	30.02
HIGH SCHOOL VOCATIONAL	1.42 7.74 25	0.12 0.65 20	0.47 2.58 16.67	2.25 12.26 13.57	1.3 7.1 12.94	18.32
TOTAL	48 5.67	5 0.59	24 2.84	140 16.55	85 10.05	846 100

CHI-SQUARE DF=27 VALUE=173.648 PROB=0.000
N=846

CHART 6

ENJOYMENT OF HIGH SCHOOL BY CURRICULUM

[CODE 6: ENJ-HSC]

FREQUENCY

PERCENT

ROW %

COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY MUCH	9.39	3.33	4.88	4.04	21.64
ENJOYED	43.41	15.38	22.53	18.68	
	26.51	20.44	16.33	21.94	
ENJOYED	22.47	9.87	20.45	12.49	65.28
	34.43	15.12	31.33	19.13	
	63.42	60.58	68.53	67.74	
NOT	2.97	2.62	3.69	1.19	10.46
ENJOYED	28.41	25	35.23	11.36	
	8.39	16.06	12.35	6.45	
VERY MUCH	0.59	0.48	0.83	0.71	2.62
DISLIKED	22.73	18.18	31.82	27.27	
	1.68	2.92	2.79	3.87	
TOTAL	298	137	251	155	841
	35.43	16.29	29.85	18.43	100

CHI-SQUARE DF=9

VALUE=18.372
N=841

PROB=0.031

ENJOYMENT OF HIGH SCHOOL BY CURRICULUM
GRAPH 1 - 6

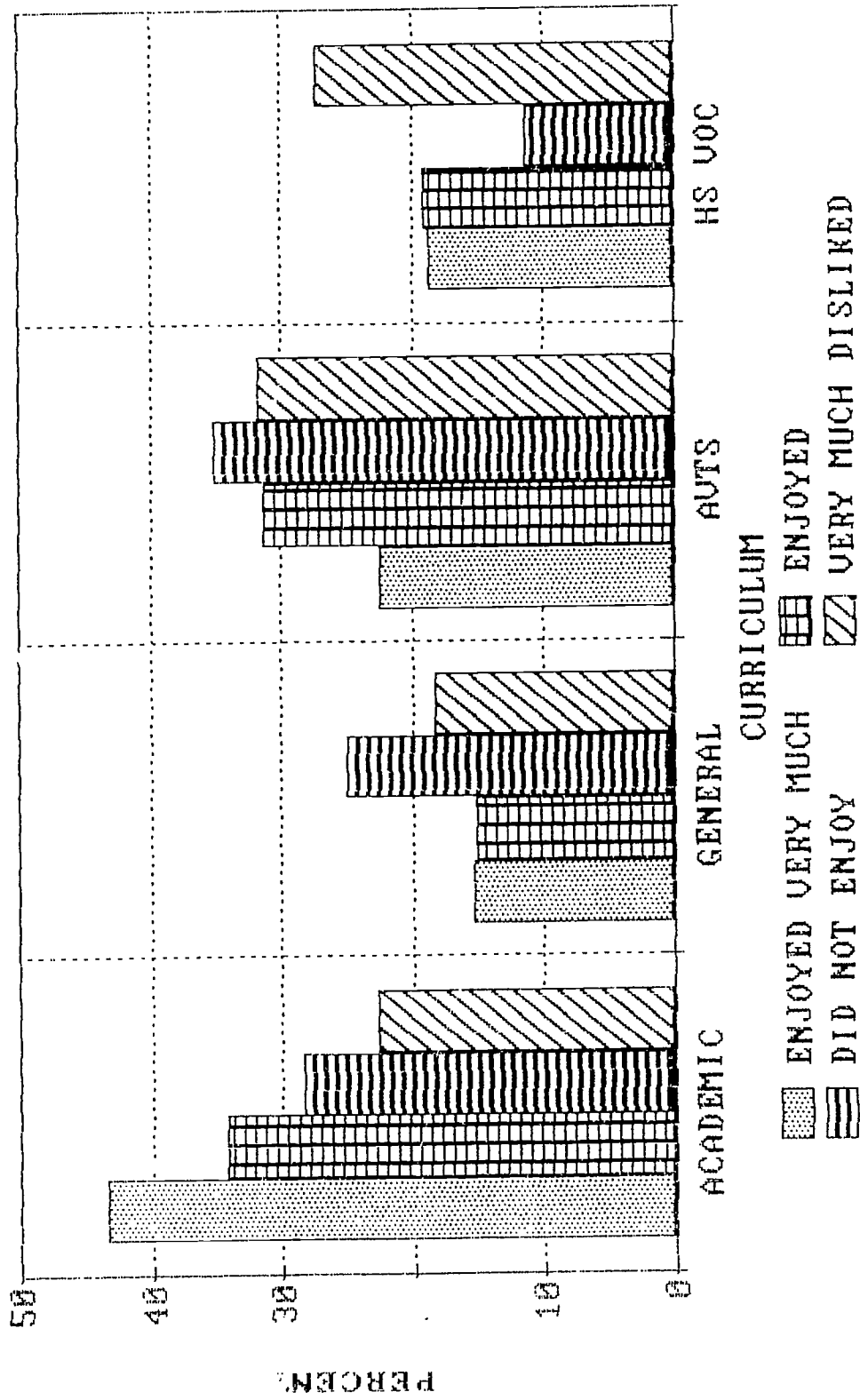


CHART 7

ENJOYMENT OF HIGH SCHOOL BY YEAR OF GRADUATION

[CODE 7: ENJ-YR]

FREQUENCY
PERCENT
ROW %
COL. %

	1983	1986	1989	TOTAL
VERY MUCH ENJOYED	5.83 26.92 16.78	7.73 35.71 24.81	8.09 37.36 23.69	21.64
ENJOYED	24.73 37.89 71.23	19.62 30.05 62.98	20.93 32.06 61.32	65.28
NOT ENJOYED	3.09 29.55 8.9	3.69 35.23 11.83	3.69 35.23 10.8	10.46
VERY MUCH DISLIKED	1.07 40.91 3.08	0.12 4.55 0.38	1.43 54.55 4.18	2.62
TOTAL	292 34.72	139 16.43	287 34.13	841 100

CHI-SQUARE DF=6

VALUE=16.556
N=841

PROB=0.011

CHART 8

FIRM SIZE BY HIGH SCHOOL CURRICULUM

[CODE 8: FIRM-SZ]

FREQUENCY

PERCENT

ROW %

COL. %

	1-25	26-50	51-100	101-200	200-300	OVER 300	TOTAL
ACADEMIC	8.66 33.06 22.6	3.9 14.88 26.47	2.6 9.92 21.05	1.95 7.44 19.15	0.43 1.65 9.52	8.66 33.06 43.48	26.19
GENERAL	8.01 45.12 20.9	2.81 15.85 19.12	2.6 14.63 21.05	0.65 3.66 6.38	0.65 3.66 14.29	3.03 17.07 15.22	17.75
AVTS	14.94 40.83 38.98	4.98 13.61 33.82	4.55 12.43 36.84	4.55 12.43 44.68	1.95 5.33 42.86	5.63 15.38 28.26	36.58
HIGH SCHOOL VOCATIONAL	6.71 34.44 17.51	3.03 15.56 20.59	2.6 13.33 21.05	3.03 15.56 29.79	1.52 7.78 33.33	2.6 13.33 13.04	19.48
TOTAL	177 38.31	68 14.72	576 12.34	47 10.17	21 4.55	92 19.91	462 100

CHI-SQUARE DF=15

VALUE=30.660
N=462

PROB=0.010

FIRM SIZE
GRAPH 1 - 8

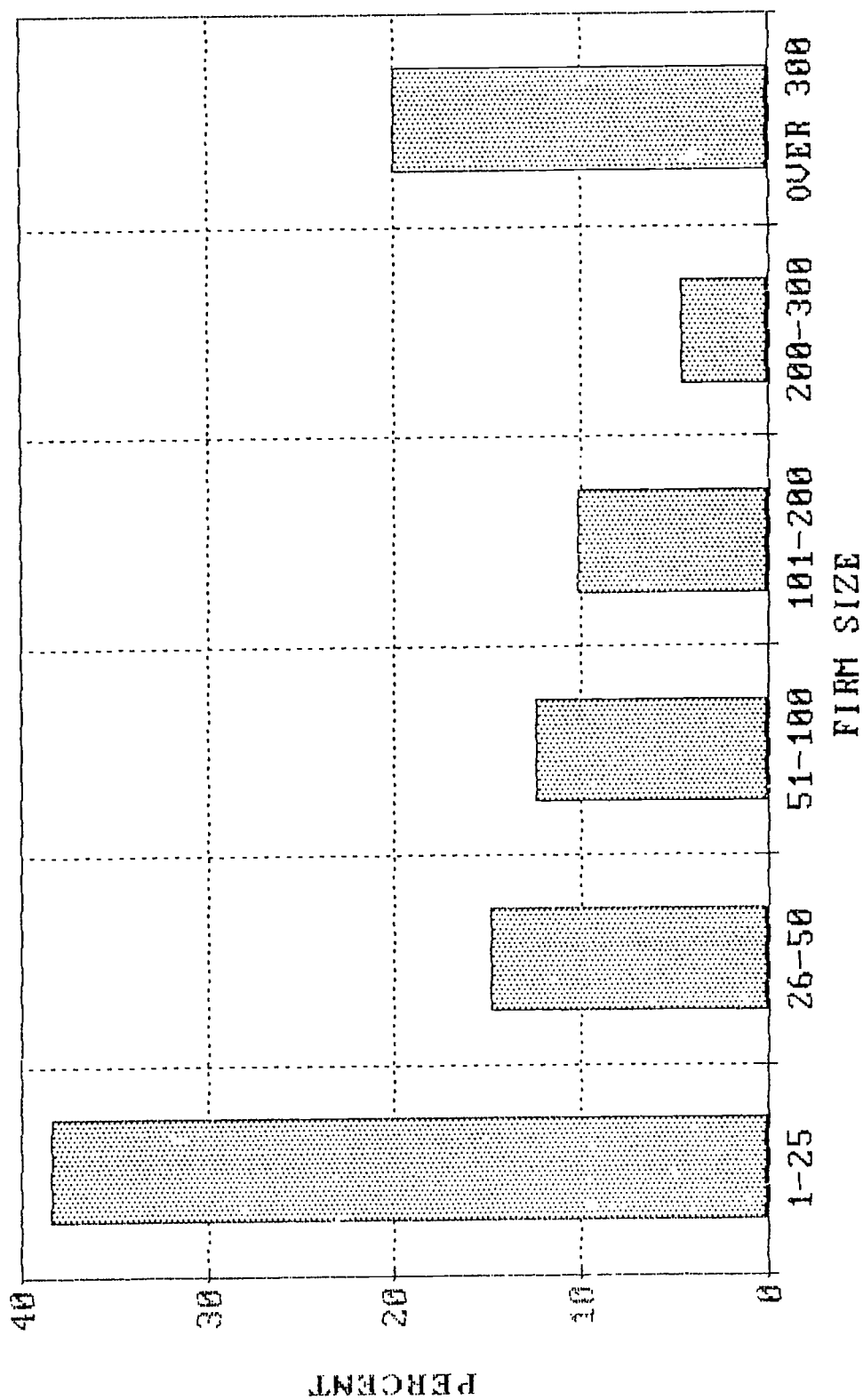


CHART 9

HIGHEST MATH LEVEL BY CURRICULUM AREA
[CODE 9: HMTH-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
GENERAL MATH	0.04 0.24 0.13	4.58 27.14 22.66	9.04 53.57 27.99	3.21 19.05 18.14	16.87
CAREER VOC MATH	0.08 0.56 0.27	3.57 24.72 17.69	5.14 35.56 15.92	5.66 39.17 31.97	14.46
ALGEBRA I GEN ALGEBRA	0.08 0.44 0.27	3.98 21.95 19.68	9.44 52.11 29.23	4.62 25.5 26.08	18.11
GEOMETRY	0.96 12.9 3.23	2.25 30.11 11.13	2.73 36.56 8.46	1.53 20.43 8.62	7.47
ALGEBRA II	1.81 14.2 6.06	3.82 29.97 18.89	4.94 38.8 15.3	2.17 17.03 12.24	12.73
TRIG COLL LVL MAT	9.04 79.51 30.32	1.2 10.6 5.96	0.76 6.71 2.36	0.36 3.18 2.04	11.37
PRE-CALCULUS	4.26 82.81 14.29	0.6 11.72 2.98	0.24 4.69 0.75	0.04 0.78 0.23	5.14
CALCULUS AND ANALY GEOM	11.24 97.22 37.74	0.2 1.74 0.99	0 0 0	0.12 1.04 0.68	11.57
ADV MATH UNIV/COLLEGE CREDIT	2.29 100 7.68	0 0 0	0 0 0	0 0 0	2.29
TOTAL	742 29.8	503 20.2	804 32.29	441 17.71	2490 100

CHI-SQUARE DF=24 VALUE=1944.670
PROB=0.000 N=2490

CHART 10

HIGHEST MATH LEVEL BY YEAR OF GRADUATION
[CODE 10: HMTH-YOG]

FREQUENCY

PERCENT

ROW %

COL. %

	1983	1986	1989	TOTAL
GENERAL MATH	6.95 41.19 19.77	5.82 34.52 17.37	4.1 24.29 13.08	16.87
CAREER VOC MATH	4.94 34.17 14.06	4.18 28.89 12.46	5.34 36.94 17.05	14.46
ALGEBRA I GEN ALGEBRA	7.99 44.12 22.74	6.63 36.59 19.76	3.49 19.29 11.15	18.11
GEOMETRY	1.93 25.81 5.49	2.21 29.57 6.59	3.33 44.62 10.64	7.47
ALGEBRA II	4.98 39.12 14.17	3.82 29.97 11.38	3.94 30.91 12.56	12.73
TRIG COLL LVL MAT	3.73 32.86 10.63	4.58 40.28 13.65	3.05 26.86 9.74	11.37
PRE-CALCULUS	0.44 8.59 1.26	1.89 36.72 5.63	2.81 54.69 8.97	5.14
CALCULUS AND ANALY GEOM	3.61 31.25 10.29	3.73 32.29 11.14	4.22 36.46 13.46	11.57
ADV MATH UNIV/COLLEGE CREDIT	0.56 24.56 1.6	0.68 29.82 2.04	1.04 45.61 3.33	2.29
TOTAL	875 35.14	835 33.53	780 31.33	2490 100

CHI-SQUARE DF=16
PROB=0.000VALUE=132.261
N=2490

CHART 11

JOF PREPARATION VALUE BY HIGH SCHOOL CURRICULUM

[CODE 11: HSC-JPRP]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY	19	4	42	23	88
HELPFUL	2.26	0.48	4.99	2.73	10.45
	21.59	4.55	47.73	26.14	
	6.35	2.90	16.87	14.74	10.45
HELPFUL	137	70	123	82	412
	16.27	8.31	14.61	9.74	48.93
	33.25	16.99	29.85	19.90	
	45.82	50.72	49.40	52.56	48.93
NOT	123	57	71	43	294
HELPFUL	14.61	6.77	8.43	5.11	34.92
	41.84	19.39	24.15	14.63	
	41.14	41.30	28.51	27.56	34.92
NA	20	7	13	8	48
	2.38	0.83	1.54	0.95	5.70
	41.67	14.58	27.08	16.67	
	6.69	5.07	5.22	5.13	5.70
TOTAL	299	138	249	156	842
	35.51	16.39	29.57	18.53	100.00

CHI SQUARE DF=9 VALUE=37.069 PROB=0.000
N=842

JOB PREP. VALUE OF HS CURRICULUM
GRAPH 1 - 11

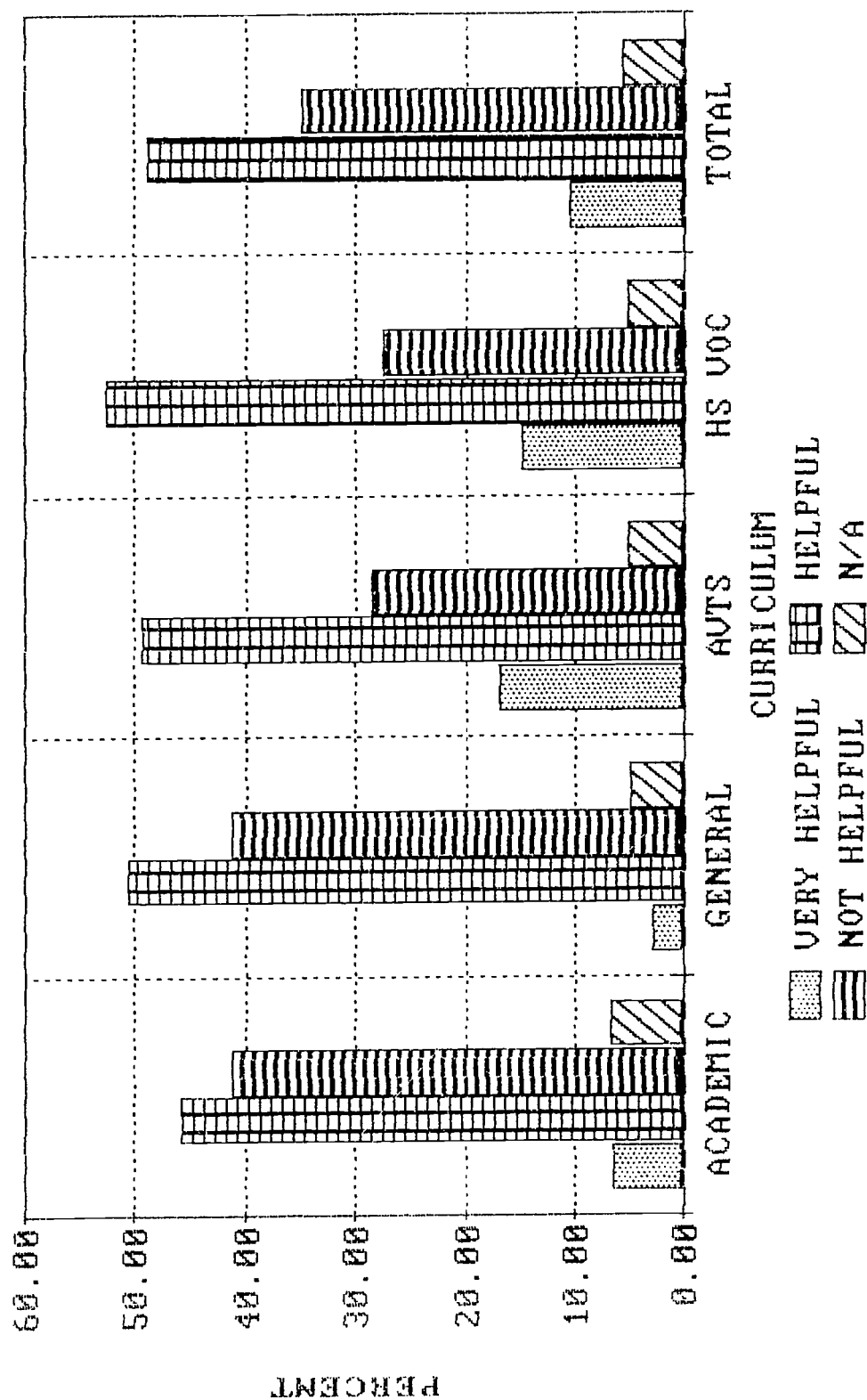


CHART 12

HIGHEST SCIENCE LEVEL BY CURRICULUM

[CODE 12: HSCI-HSC]

FREQUENCY

PERCENT

ROW %

COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
NA	0	.04	0.16	0.2	0.4
	0	0.2	0.5	1.13	
	0	10	40	50	
GENERAL	1.16	15.74	30.36	16.31	63.57
SCIENCE	3.91	77.93	94.03	92.06	
	1.83	24.76	47.76	25.65	
CHEMISTRY	4.74	3.29	1.24	0.84	10.12
	15.9	16.3	3.86	4.76	
	46.83	32.54	12.3	8.33	
PHYSICS	14.98	0.772	0.52	0.32	16.55
	50.27	3.58	1.62	1.81	
	90.53	4.37	3.16	1.94	
ADVANCED	7.43	0.4	0	0	7.87
CHEMISTRY	24.93	1.99	0	0	
	94.39	5.1	0	0	
ADVANCED	1.45	0	0	0	1.45
PHYSICS	4.85	0	0	0	
ENGINR	100	0	0	0	
ADV SCIENCE	0.04	0	0	0	0.04
UNIV/COLL	0.13	0	0	0	
CREDIT	100	0	0	0	
TOTAL	742	503	804	441	2490
	29.8	20.2	32.29	17.71	100

CHI-SQUARE DF=18

VALUE=1909.147

PROB=0.000

N=2490

CHART 13

HIGHEST SCIENCE LEVEL BY YEAR OF GRADUATION

[CODE 13: HSCI-YOG]

FREQUENCY
PERCENT
ROW %
COL. %

	1983	1986	1989	TOTAL
NA	0.24 0.69 0.00	0.16 0.48 40	0 0 0	0.4
GENERAL SCIENCE	25.58 72.8 40.24	19.68 58.68 30.95	18.31 58.46 28.81	63.57
CHEMISTRY	2.77 7.89 27.38	3.53 10.54 34.92	3.82 12.18 37.7	10.12
PHYSICS	4.46 12.69 26.94	6.27 18.68 37.86	5.82 18.59 35.19	16.55
ADVANCED CHEMISTRY	1.73 4.91 21.94	3.29 9.82 41.84	2.85 9.1 36.22	7.87
ADVANCED PHYSICS ENGINR	0.36 1.03 25	0.56 1.68 38.89	0.52 1.67 36.11	1.45
ADV SCIENCE UNIV/COLL CREDIT	0 0 0	0.04 0.12 100	0 0 0	0.04
TOTAL	875 35.14	835 33.53	780 31.33	2490 100

CHI-SQUARE DF=12 VALUE=61.822
PROB=0.000 N=2490

CHART 14

EMPLOYMENT SECTOR VERSUS WEEKLY EARNINGS

[CODE 14: JB-WKERN]

SECTOR	N	MEAN	MINIMUM	MAXIMUM	STD
MANUFACTURING	79	357.38	85.00	2000.00	233.68
CONSTRUCTION	49	443.24	134.00	1032.00	207.08
SERVICE	56	381.07	95.00	1800.00	259.74
PUBLIC	44	380.34	142.00	1374.00	213.97
FARM	5	250.93	170.00	343.00	76.31
HEALTH	56	371.21	111.00	850.00	174.69
SALES	40	333.00	150.00	1500.00	284.70
MINING	12	612.30	330.40	1866.67	419.27
TRANSPORTATION	25	419.07	165.20	2200.00	400.13
FOOD	20	272.37	100.00	573.50	142.69

CHART 15

SEEKING NEW EMPLOYMENT BY CURRICULUM AREAS

[CODE 15: JBSK-HSC]

PERCENT

ROW :

COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
YES	12.39	6.68	7.9	5.71	32.76
	37.92	20.45	24.16	17.47	
	35.54	40.15	26.32	30.92	
NO	22.48	9.96	22.11	12.76	67.25
	33.39	14.8	32.85	18.95	
	64.46	59.85	73.68	69.08	
TOTAL	287	137	246	152	823
	34.87	16.65	30.01	18.47	100

CHI-SQUARE DF=3

VALUE=9.299
N=823

PROB=0.026

CHART 16

RELATIONSHIP OF OCCUPATION WITH HIGH SCHOOL CURRICULUM

[CODE 16:JREL-HSC]

FREQUENCY

PERCENT

ROW %

COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY	3	9	99	42	153
RELATED	0.38	1.14	12.50	5.30	19.32
	1.96	5.88	54.71	27.45	
	1.15	7.09	39.29	27.63	
RELATED	9	20	85	43	157
	1.14	2.53	10.73	5.43	19.82
	5.73	12.74	54.14	27.39	
	3.45	15.75	33.73	28.29	
NOT	249	98	68	67	482
RELATED	31.44	12.37	8.59	8.46	60.86
	51.66	20.33	14.11	13.90	
	95.40	77.17	26.98	44.08	
TOTAL	261	127	252	152	792
	32.95	16.04	31.82	19.19	100.00

CHI-SQUARE DF=6

VALUE=289.603

PROB=0.000

N=792

REPORT COMPACTED FOR CLARITY

RELATIONSHIP OF OCC. TO HS CURRICULUM
GRAPH 1 - 16

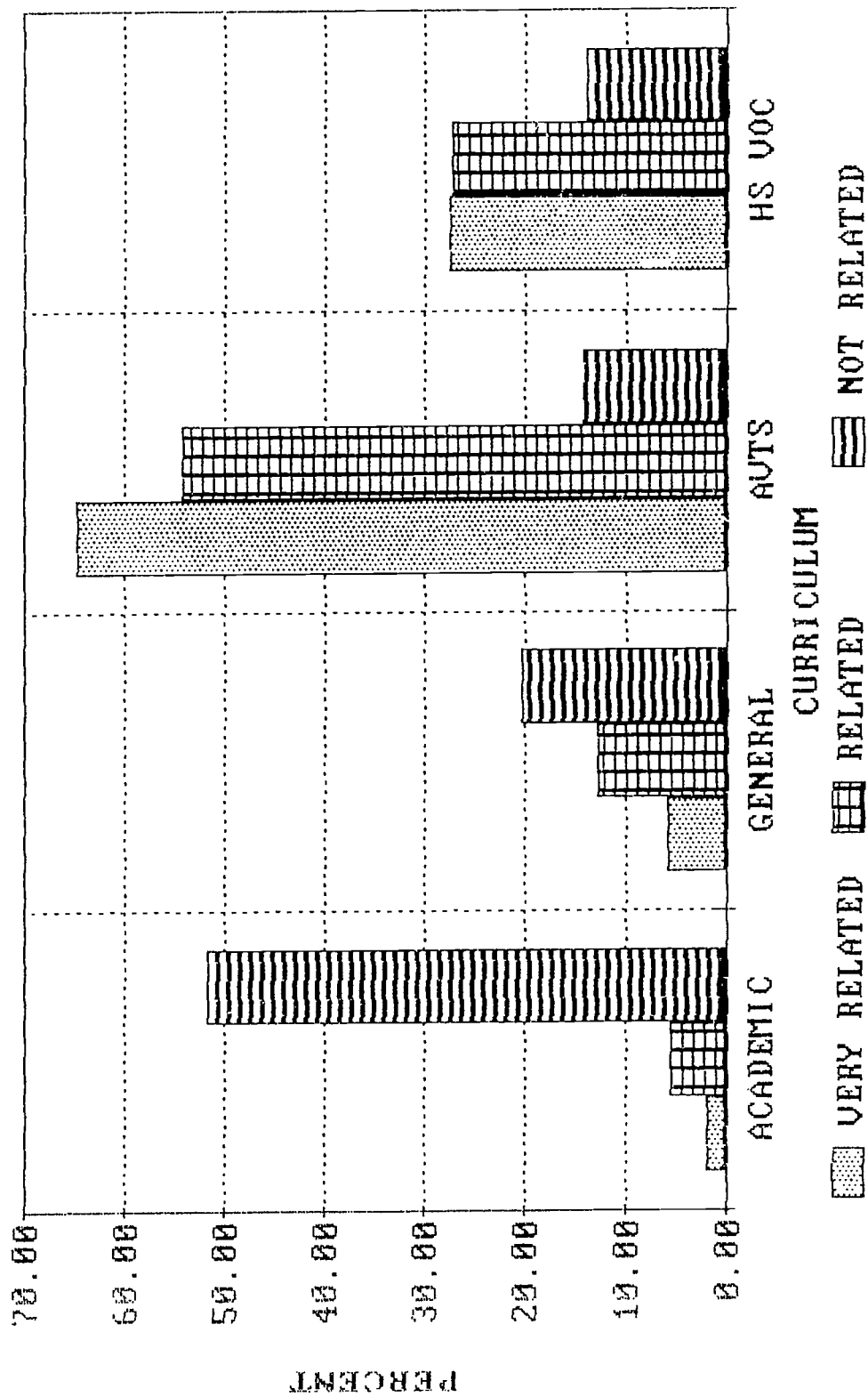


CHART 17

SEEKING RELATED EMPLOYMENT BY CURRICULUM

[CODE 17: JREL-TRY]

FREQUENCY
PERCENT
ROW %
COL. %

	TRIED JUST	DID NOT WANT REL	DOESN'T APPLY	TRIED FOR ANY JOB	DID NOT SEEK EMP	TOTAL
ACADEMIC	44 5.29 14.97 18.88	8 0.96 2.72 15.38	141 16.97 47.96 60.52	78 9.39 26.53 28.57	23 2.77 7.82 57.50	294 35.38
GENERAL	22 2.65 16.79 9.44	8 0.96 6.11 15.38	39 4.69 29.77 16.74	57 6.86 43.51 20.88	5 0.60 3.82 12.50	131 15.76
AVTS	106 12.76 42.06 45.49	27 3.25 10.71 51.92	31 3.73 12.30 13.30	84 10.11 33.33 30.77	4 0.48 1.59 10.00	252 30.32
HS VOCATIONAL	61 7.34 39.61 26.18	9 1.08 5.84 17.31	22 2.65 14.29 9.44	54 6.50 35.06 19.78	8 0.96 5.19 20.00	154 18.53
TOTAL	233 28.04	52 6.26	233 28.04	273 32.85	40 4.81	831 100.00

CHI-SQUARE DF=12 VALUE=156.831 PROB=0.000
N=831

REPORT COMPACTED FOR CLARITY

CHART 18

EMPLOYMENT LEVEL BY HIGH SCHOOL CURRICULUM

[CODE 18: LVL-HSC]

PERCENT

ROW %

COL. %

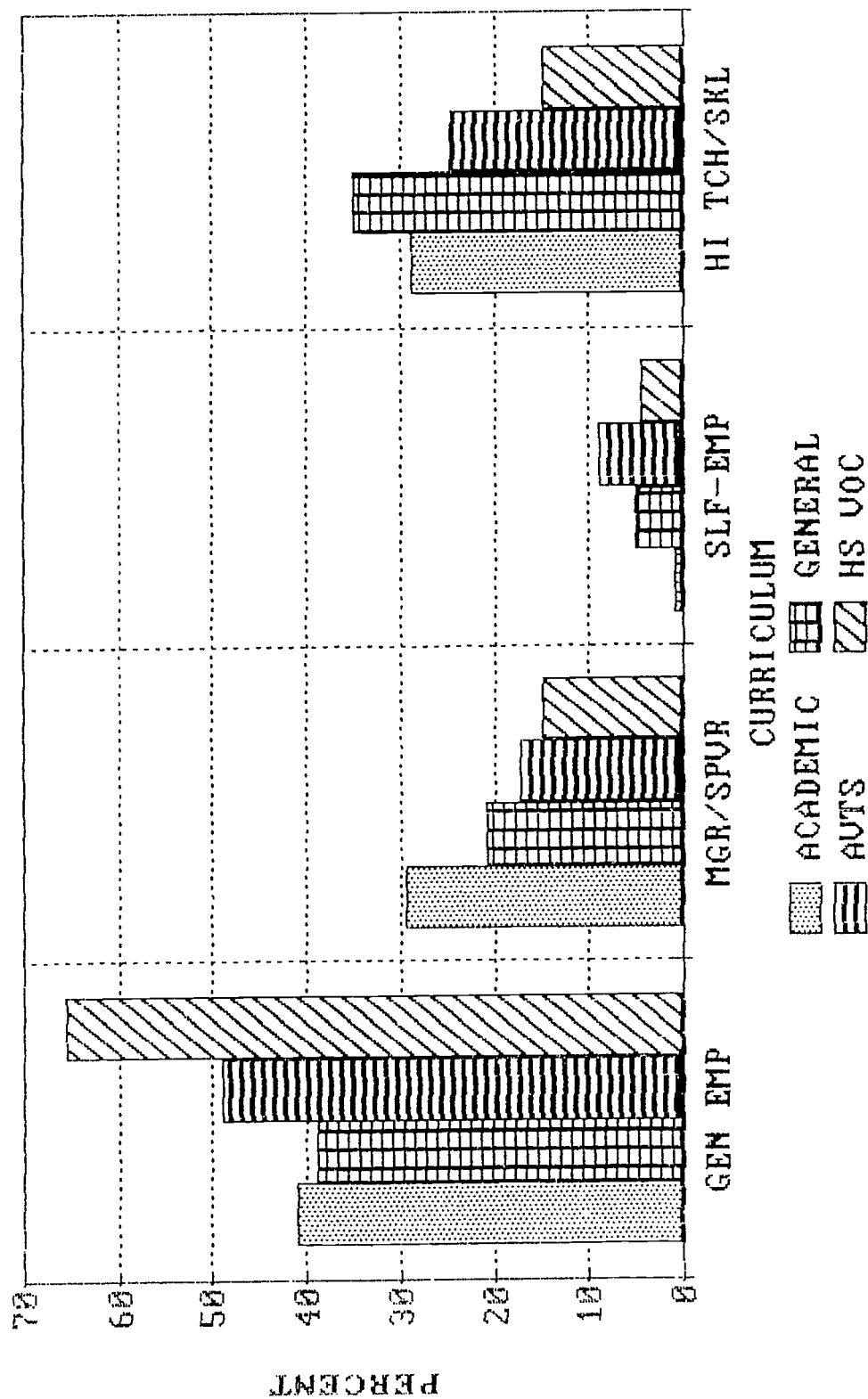
	GEN EMP	MGR/SPVR	OWNER SLF-EMP	HI TCH/SKL	TOTAL
ACADEMIC	11.04	7.95	0.22	7.73	26.93
	40.98	29.51	0.82	28.69	
	22.83	38.3	4.17	30.17	
GENERAL	6.62	3.53	0.88	5.96	17
	38.96	20.78	5.19	35.06	
	13.7	17.02	16.67	23.28	
AVTS	18.1	6.4	3.31	9.05	36.87
	49.1	17.37	8.98	24.55	
	37.44	30.85	62.5	35.34	
HIGH SCHOOL	12.58	2.87	0.88	2.87	19.21
VOCATIONAL	65.52	14.94	4.6	14.94	
	26.03	13.83	16.67	11.21	
TOTAL	219	94	24	116	453
	48.34	20.75	5.3	25.61	100

CHI-SQUARE DF=9

VALUE=31.000
N=453

PROB=0.000

OCC LEVEL BY CURRICULUM
GRAPH 1 - 18



60

61

CHART 19

GRADUATE MOBILITY BY HIGH SCHOOL CURRICULUM

[CODE 19: MOB-HSC]

PERCENT

ROW %

COL. %

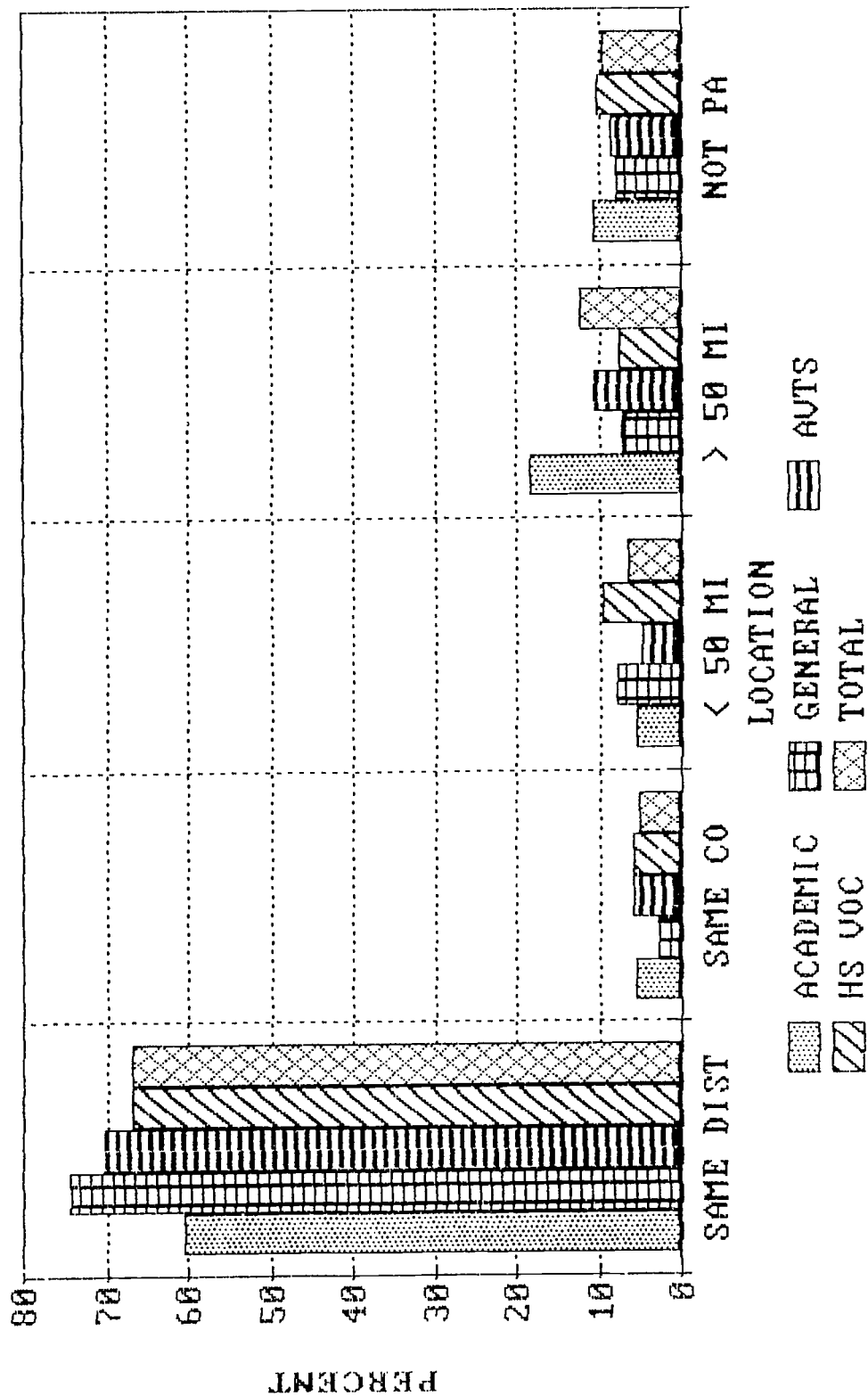
	SAME DIST	SAME CO	< 50 MI	> 50 MI	NOT PA	TOTAL
ACADEMIC	21.13	1.89	1.89	6.49	3.66	35.06
	60.27	5.39	5.39	18.52	10.44	
	31.68	36.36	29.63	52.88	38.75	
GENERAL	12.16	0.47	1.3	1.18	1.3	16.41
	74.1	2.88	7.91	7.19	7.91	
	18.23	9.09	20.37	9.62	13.75	
AVTS	21.13	1.77	1.42	3.19	2.6	30.11
	70.2	5.88	4.71	10.59	8.63	
	31.68	34.09	22.22	25.96	27.5	
HIGH SCHOOL	12.28	1.06	1.77	1.42	1.89	18.42
VOCATIONAL	66.67	5.77	9.62	7.69	10.26	
	18.41	20.45	27.78	11.54	20	
TOTAL	565	44	54	104	80	847
	66.71	5.19	6.38	12.28	9.45	100

CHI-SQUARE DF=12 VALUE=26.447
N=847

PROB=0.009

GRAD MOBILITY BY HS CURRICULUM

GRAPH 1 - 19



63

63

CHART 20

GRADUATE MOBILITY BY YEAR OF GRADUATION

[CODE 20: MOB-YR]

PERCENT

ROW %

COL. %

	SAME DIST	SAME CO	< 50 MI	> 50 MI	NOT PA	TOTAL
1983	21.13	2.48	2.36	4.84	3.9	34.71
	60.88	7.14	6.8	13.95	11.22	
	31.68	47.73	37.04	39.42	41.25	
1986	19.48	1.65	2.24	4.13	3.66	31.17
	62.5	5.3	7.2	13.26	11.74	
	29.2	31.82	35.19	33.65	38.75	
1989	26.09	1.06	1.77	3.31	1.89	34.12
	76.47	3.11	5.19	9.69	5.54	
	39.12	20.45	27.78	26.92	20	
TOTAL	565	44	54	104	80	847
	66.71	5.19	6.38	12.28	9.45	100

CHI-SQUARE DF=8

VALUE=21.473
N=847

PROB=0.006

GRADUATE MOBILITY BY YEAR GRADUATED
GRAPH 1 - 20

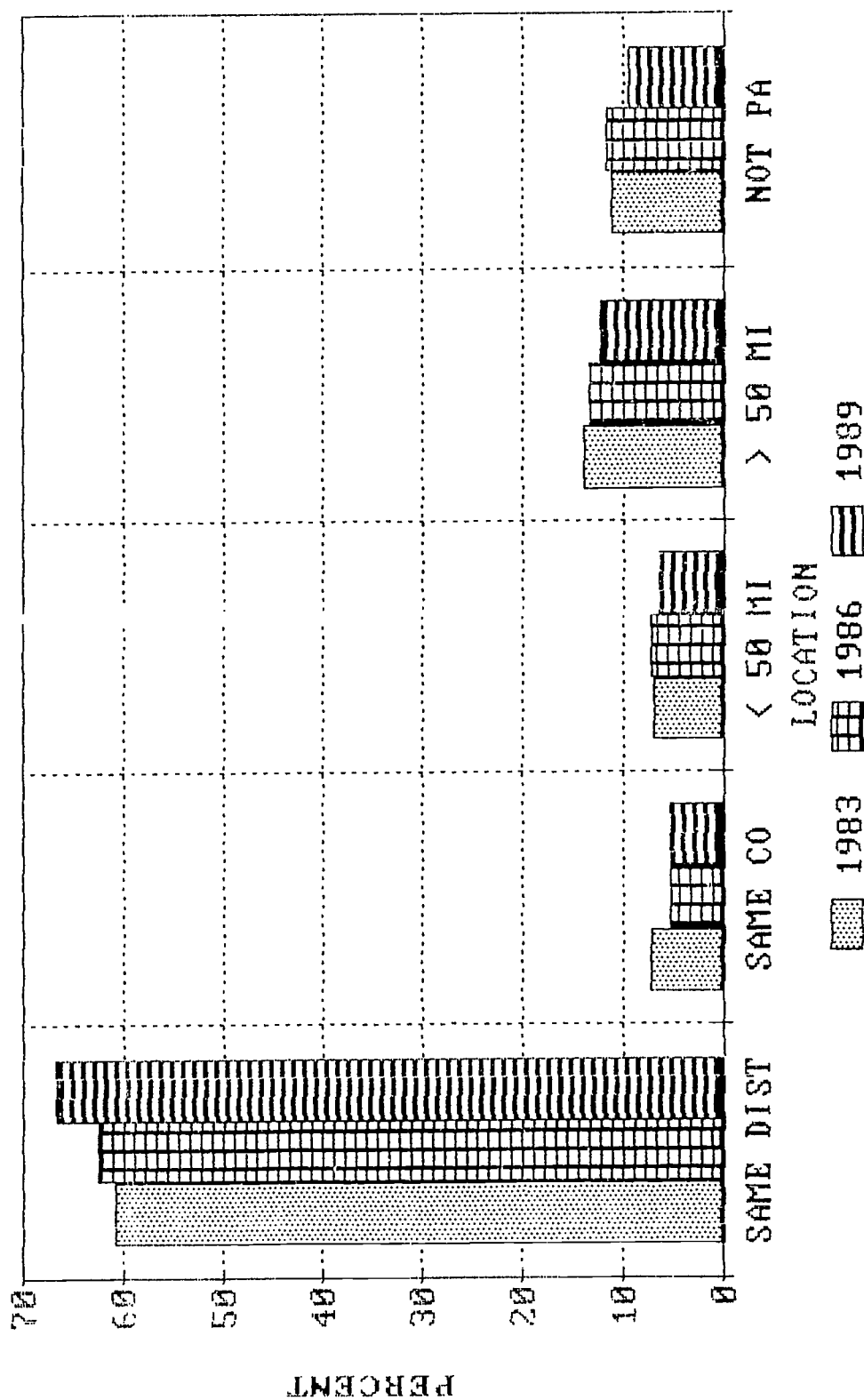


CHART 21

TOTAL MATH CREDITS BY YEAR OF GRADUATION

GENERAL LINEAR MODELS PROCEDURE

[CODE 21: MTH-YOG]

BONFERRONI (DUNN) T-TEST FOR VARIABLE TOTAL MATH CREDITS

ALPHA=.05 CONFIDENCE=0.95 DF=2487 MSE=0.91885
CRITICAL VALUE OF T=2.39560

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY "*"

YEAR COMPARISONS	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	* DENOTES SIGNIFICANCE AT 0.05 LEVEL
1989 - 1986	0.45137	0.56571	0.68006	****
1989 - 1983	0.67269	0.78577	0.89885	****
1986 - 1989	-0.68006	-0.56571	-0.45137	****
198 - 1983	0.10896	0.22006	0.33115	****
1983 - 1989	-0.89885	-0.78577	-0.67269	****
1983 - 1986	-0.33115	-0.22006	-0.10896	****

CHART 22

RATIONALE FOR NOT ENTERING POST-SECONDARY EDUCATION

DATA COMBINATION [CODE 22: NO-PSED2]

FREQUENCY
PERCENT
ROW %
COL. %

	SOUGHT JOB ENTRY	ENTERED MILITARY	LACK REQ	LACK \$	MARRIAGE	TOTAL
ACADEMIC	12	6	0	5	1	24
	3.58	1.79	0.00	1.49	0.30	7.16
	50.00	25.00	0.00	20.83	4.17	
	6.67	16.67	0.00	7.58	2.94	
GENERAL	27	8	6	17	7	65
	8.06	2.39	1.79	5.07	2.09	19.40
	41.54	12.31	9.23	26.15	10.77	
	15.00	22.22	31.58	25.76	20.59	
AVTS	92	16	8	30	19	165
	27.46	4.78	2.39	8.96	5.67	49.25
	55.76	9.70	4.85	18.18	11.52	
	51.11	44.44	42.11	45.45	55.88	
HS VOC	49	6	5	14	7	81
	14.63	1.79	1.49	4.18	2.09	24.18
	60.49	7.41	6.17	17.28	8.64	
	27.22	16.67	26.32	21.21	20.59	
TOTAL	180	36	19	66	34	335
	53.73	10.75	5.67	19.70	10.15	100.00

CHI-SQUARDF=12

VALUE=37.752

PROB=0.000

N=438

MISSING=1

REPORT COMPACTED FOR CLARITY

REASON FOR NO POST-SEC EDUCATION
GRAPH 1 - 22

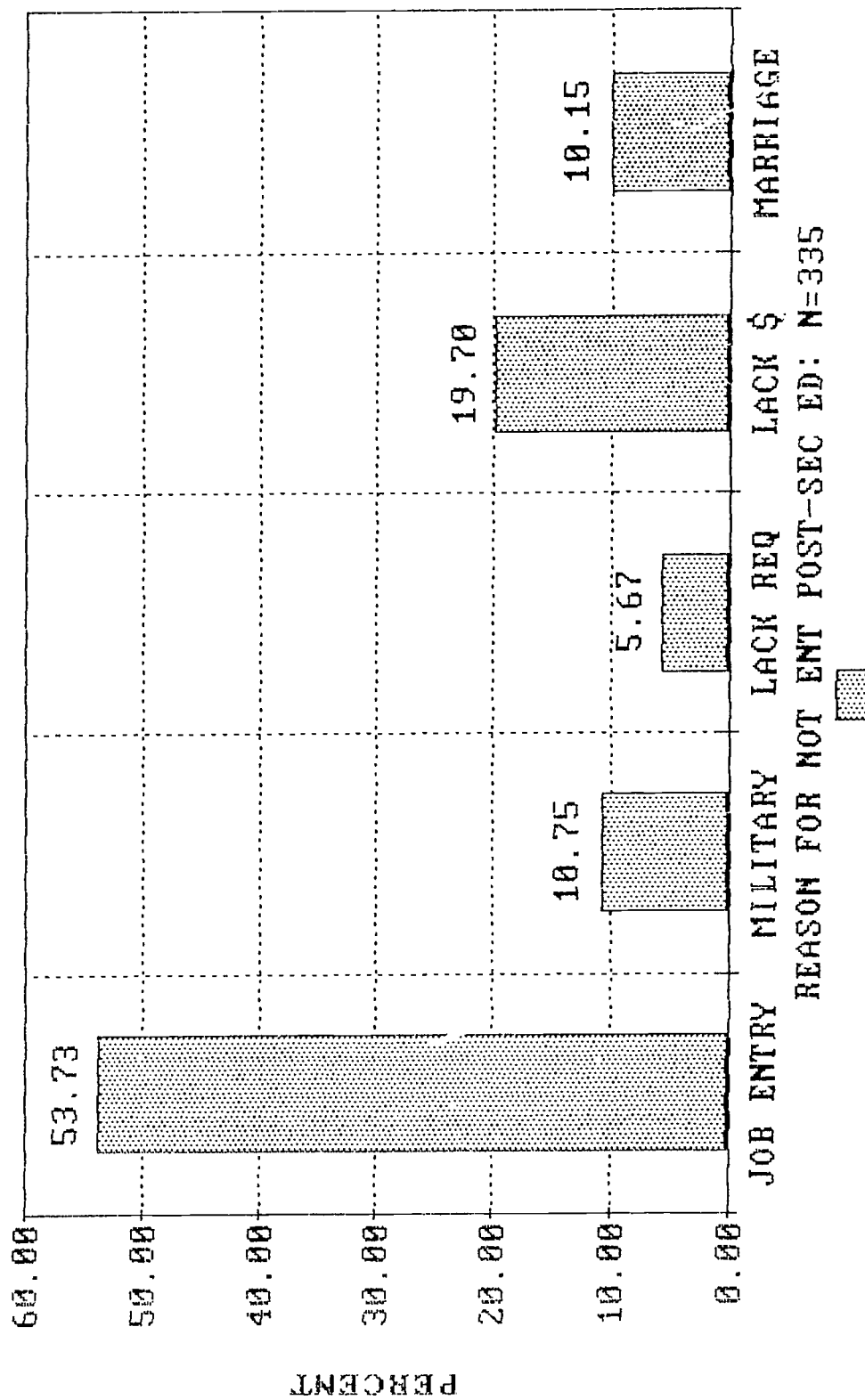


CHART 23

JOB SECTOR BY HIGH SCHOOL CURRICULUM
[CODE 23: OCC-HSC]

PERCENT

ROW %

COL. %

MANUFG

CONST

SERVICE

PUBLIC

FARM

ACADEMIC

4.04

0.67

4.94

6.07

0

15

2.5

18.33

22.5

0

20.22

5.77

34.38

48.21

0

GENERAL

3.37

2.92

1.57

2.02

0.45

19.74

17.11

9.21

11.84

2.63

16.85

25

10.94

16.07

25

AVTS

8.31

6.29

4.72

2.92

0.45

22.84

17.28

12.96

8.02

1.23

41.57

53.85

32.81

23.21

25

HIGH SCHOOL

4.27

1.8

3.15

1.57

0.9

VOCATIONAL

21.84

9.2

16.09

8.05

4.6

21.35

15.38

21.88

12.5

50

TOTAL

89

52

64

56

8

20

11.69

14.38

12.58

1.8

PERCENT

ROW %

COL. %

HEALTH

SALES

MINING

TRANSP

FOODS

TOTAL

ACADEMIC

7.19

2.02

0.45

0.67

0.9

26.97

26.67

7.5

1.67

2.5

3.33

49.23

20.45

15.38

11.54

14.29

GENERAL

1.8

2.02

0.45

1.12

1.35

17.08

10.53

11.84

2.63

6.58

7.89

12.31

20.45

15.38

19.23

21.43

AVTS

3.15

3.82

1.8

2.92

2.02

36.4

8.64

10.49

4.94

8.02

5.56

21.54

38.64

61.54

50

32.14

HIGH SCHOOL

2.47

2.02

0.22

1.12

2.02

19.55

VOCATIONAL

12.64

10.34

1.15

5.75

10.34

16.92

20.45

7.69

19.23

32.14

TOTAL

65

44

13

26

78

445

14.61

9.89

2.92

5.84

6.29

100

CHI-SQUARE DF=27

VALUE=70.836

PROB=0.000

N=445

SUMMARY %

20

11.69

14.38

12.58

1.8

MFG

CONST

SERV

PUB

FARM

14.61

9.89

2.92

5.84

6.29

HEALTH

SALES

MINING

TRANS

FOODS

JOB SECTORS - ALL YEARS
GRAPH 1 - 23

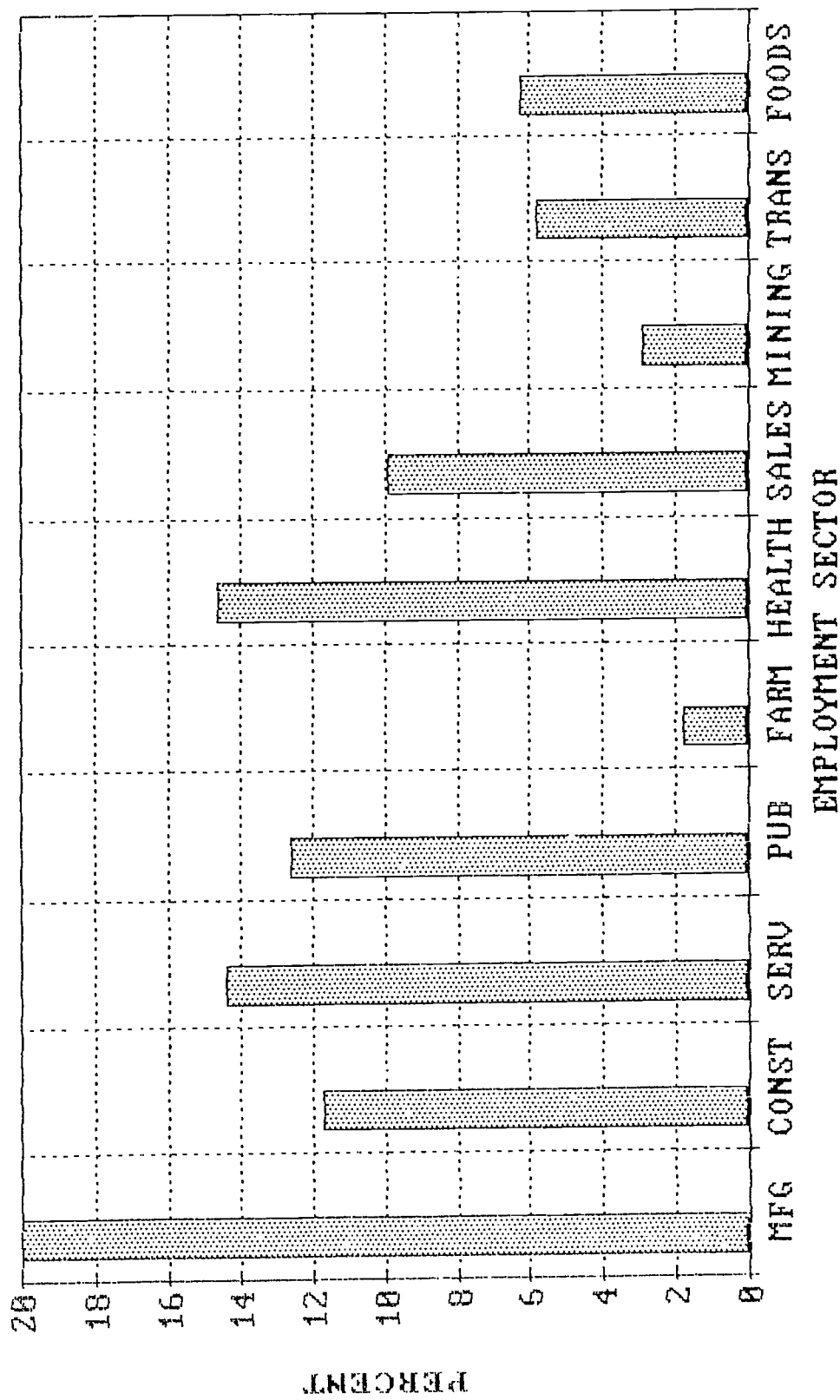


CHART 24

ON-THE-JOB TRAINING BY HIGH SCHOOL CURRICULUM

[CODE 24: OJT-HSC]

PERCENT

ROW %

COL. %

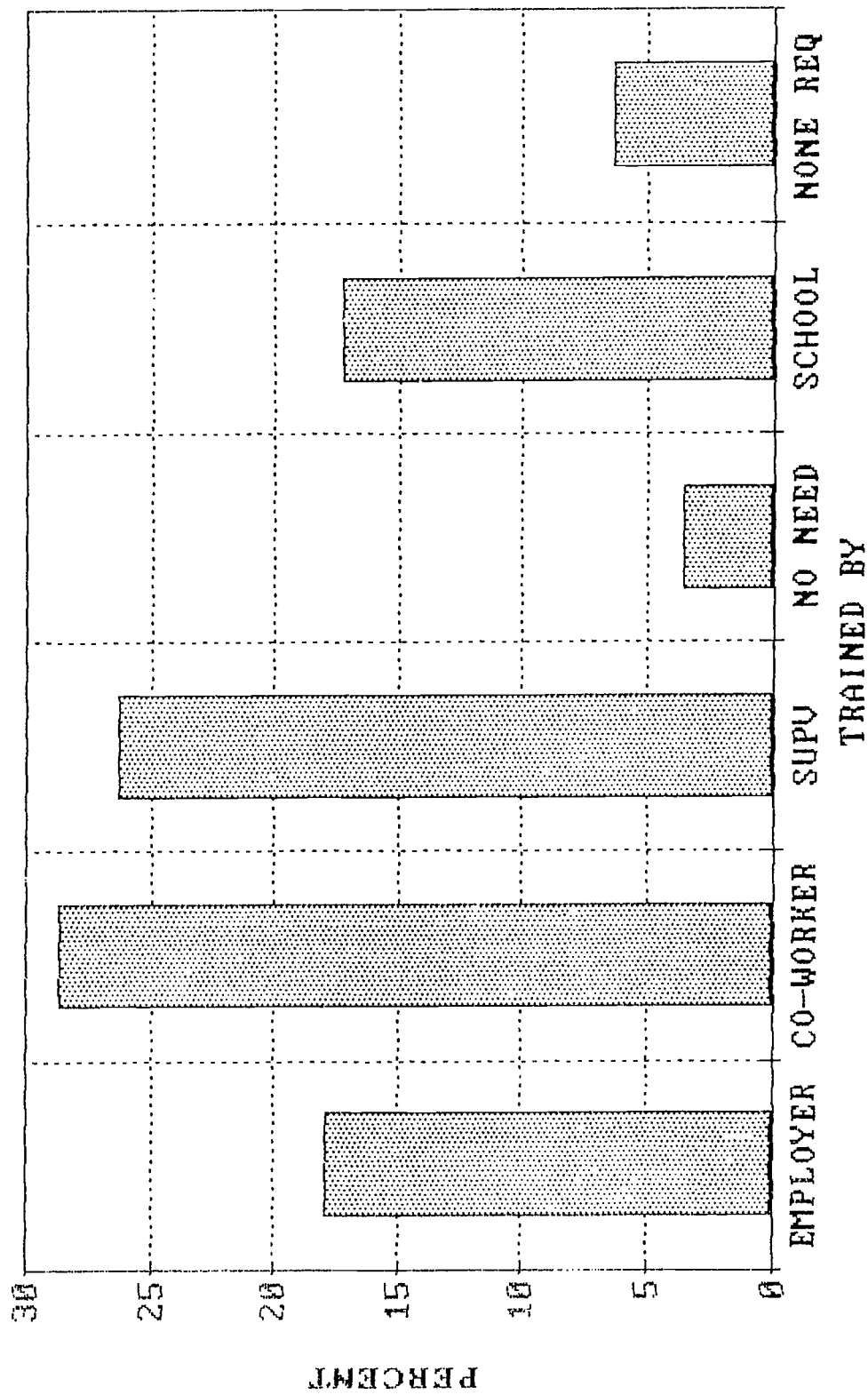
							TOTAL
TRAINED BY:	EMPLOYER	CO-WORKER	SUPV	NO NEED	SCHOOL	NONE REQ	
ACADEMIC	7.95	4.19	5.74	0.22	7.28	0.44	25.83
	30.77	16.24	22.22	0.85	28.21	1.71	
	44.44	14.62	21.85	6.25	42.31	6.9	
GENERAL	2.87	5.3	3.75	0.88	3.31	1.1	17.22
	16.67	30.77	21.79	5.13	19.23	6.41	
	16.05	18.46	14.29	25	19.23	17.24	
AVTS	3.75	12.14	11.04	1.55	4.86	3.31	36.64
	10.24	33.13	30.12	4.22	13.25	9.04	
	20.99	42.31	42.02	43.75	28.21	51.72	
HIGH SCHOOL VOCATIONAL	3.31	7.06	5.74	0.88	1.77	1.55	20.31
	16.3	34.78	28.26	4.35	8.7	7.61	
	18.52	24.62	21.85	25	10.26	24.14	
TOTAL	81	130	119	16	78	29	453
	17.88	28.7	26.27	3.53	17.22	6.4	

CHI-SQUARE DF=15

VALUE=50.796
N=453

PROB=0.000

ON-THE JOB TRAINING
GRAPH 1 - 24



O-J-T BY HIGH SCHOOL CURRICULUM
GRAPH 1 - 24 - 2

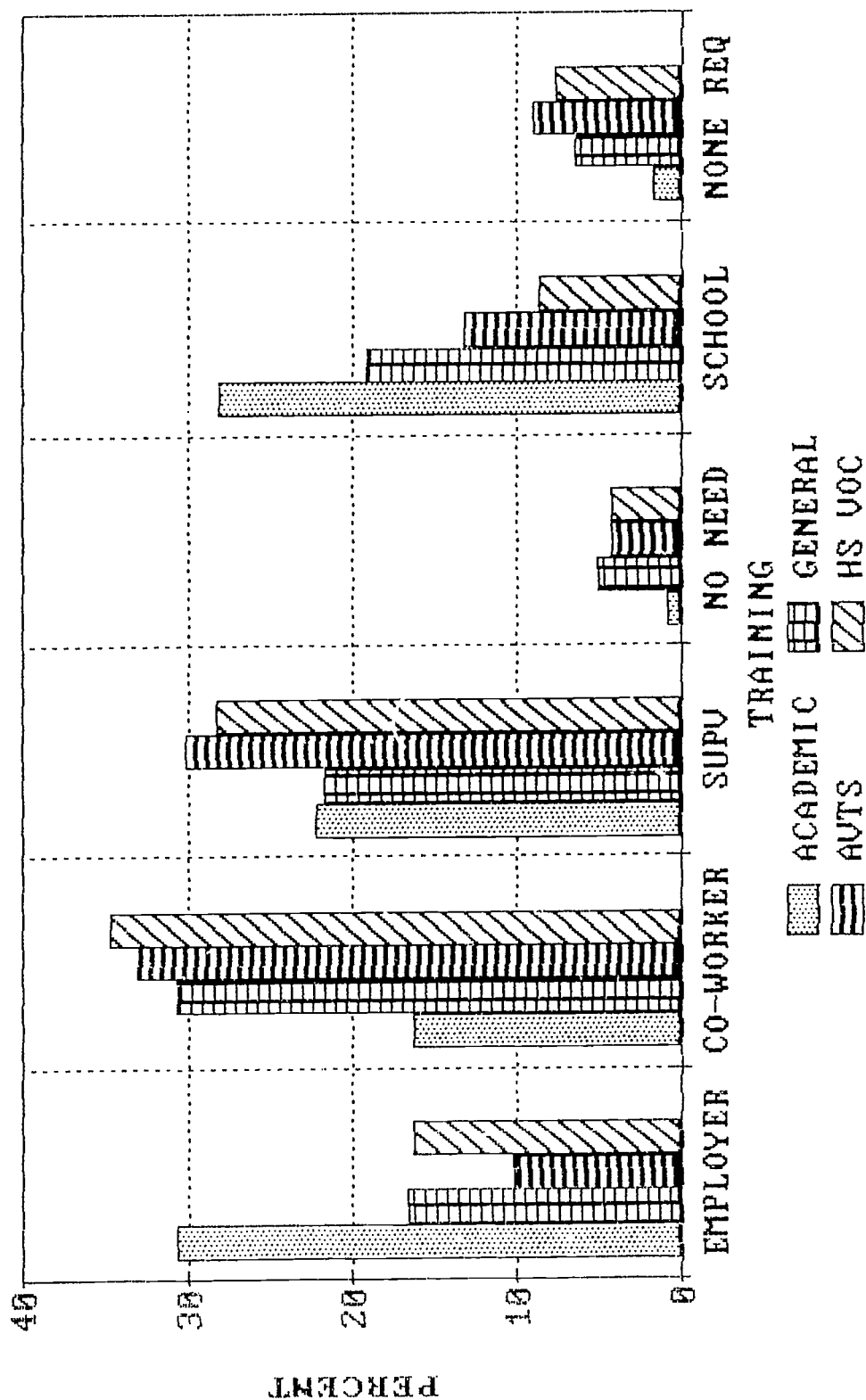


CHART 25

HELPFULNESS OF JOB PLACEMENT ASSISTANCE BY CURRICULUM

1983 AND 1986 GRADUATES

[CODE 25: PLC-HSC]

FREQUENCY

PERCENT

ROW %

COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY	3	2	29	9	43
HELPFUL	0.55	0.36	5.28	1.64	7.83
	6.98	4.65	67.44	20.93	
	1.70	2.30	14.87	9.89	
HELPFUL	40	17	50	21	128
	7.29	3.10	9.11	3.83	23.32
	31.25	13.28	39.06	16.41	
	22.73	19.54	25.64	23.08	
NOT	112	63	111	55	341
HELPFUL	20.40	11.48	20.22	10.02	62.11
	32.84	18.48	32.55	16.13	
	63.64	72.41	56.92	60.44	
NA	21	5	5	6	37
	3.83	0.91	0.91	1.09	6.74
	56.76	13.51	13.51	16.22	
	11.93	5.75	2.56	6.59	
TOTAL	176	87	195	91	549
	32.06	15.85	35.52	16.58	100.00

N=549

CHART 26

HELPLEFULNESS OF JOB PLACEMENT ASSISTANCE BY CURRICULUM

ALL YEARS [CODE 26: PLC2-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY	5	5	40	9	59
HELPLEFUL	0.59	0.59	4.74	1.07	7.00
	8.47	8.47	67.80	15.25	
	1.64	3.70	15.87	5.92	
HELPLEFUL	60	24	70	38	192
	7.12	2.85	8.30	4.51	22.78
	31.25	12.50	36.46	19.79	
	19.74	17.78	27.78	25.00	
NOT	192	93	134	92	511
HELPLEFUL	22.78	11.03	15.90	10.91	60.62
	37.57	18.20	26.22	18.00	
	63.16	68.89	53.17	60.53	
NA	47	13	8	13	81
	5.58	1.54	0.95	1.54	9.61
	58.02	16.05	9.88	16.05	
	15.46	9.63	3.17	8.55	
TOTAL	304	135	252	152	843
	36.06	16.01	29.89	18.03	100.00

N=549

HELPLEFULNESS OF JOB PLACEMENT ASSIS.
GRAPH 1 - 26

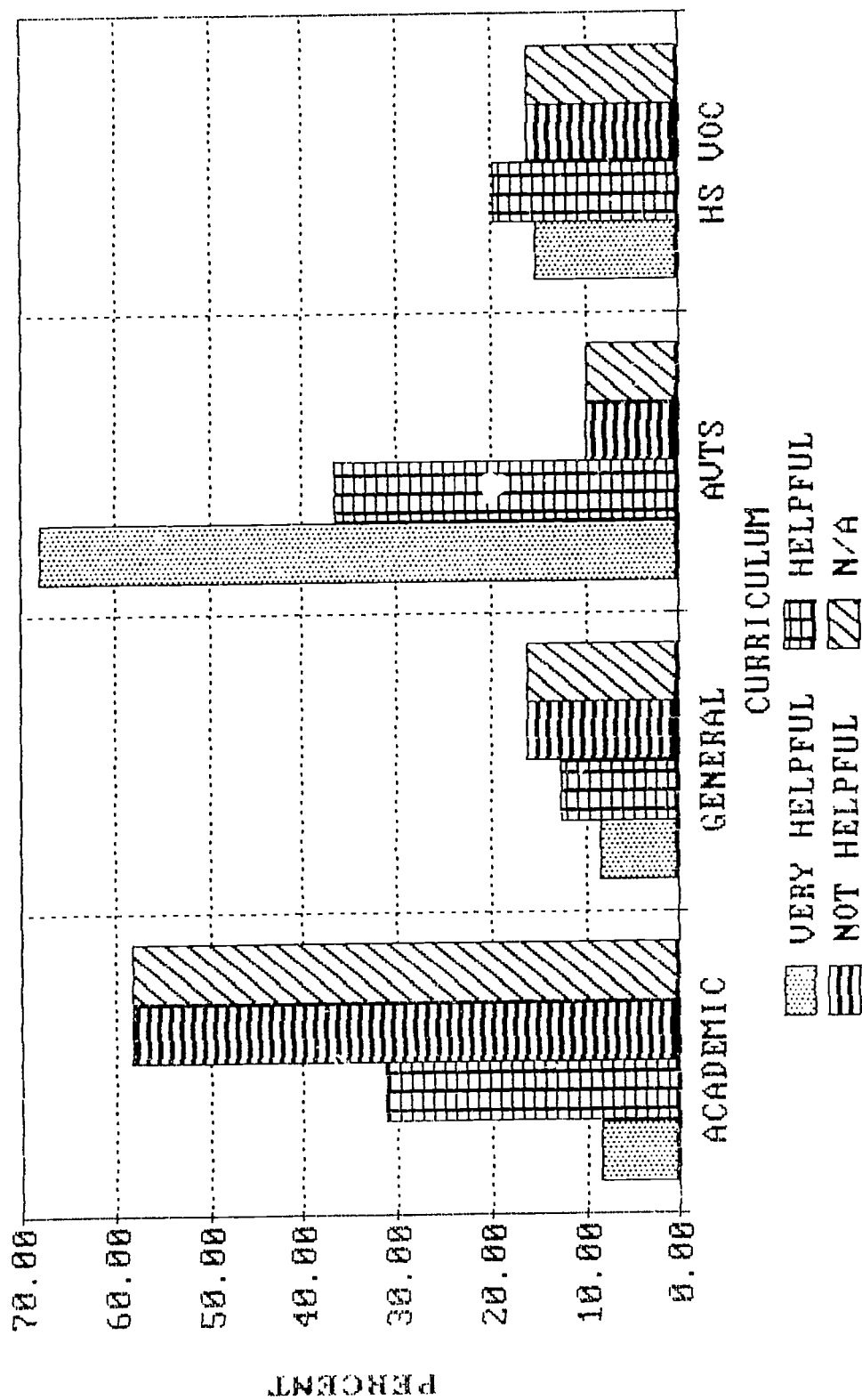


CHART 27

HELPFULNESS OF JOB PLACEMENT ASSISTANCE BY CURRICULUM

1989 GRADUATES ONLY

[CODE 27: PLC3-HSC]

FREQUENCY

PERCENT

ROW %

COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY	2	3	11	0	16
HELPFUL	0.69	1.04	3.81	0.00	5.54
	12.50	18.75	68.75	0.00	
	1.63	6.25	19.30	0.00	
HELPFUL	20	7	20	17	64
	6.92	2.42	6.92	5.88	22.15
	31.25	10.94	31.25	26.56	
	16.26	14.58	35.09	27.87	
NOT	75	30	23	37	165
HELPFUL	25.95	10.38	7.96	12.80	57.09
	45.45	18.18	13.94	22.42	
	60.98	62.50	40.35	60.66	
NA	26	8	3	7	44
	9.00	2.77	1.04	2.42	15.22
	59.09	18.18	6.82	15.91	
	21.14	16.67	5.26	11.48	
TOTAL	123	48	57	61	289
	42.56	16.61	19.72	21.11	100.00

N=289

HELPFULNESS OF PLACEMENT ASST (1989)
GRAPH 1 - 27

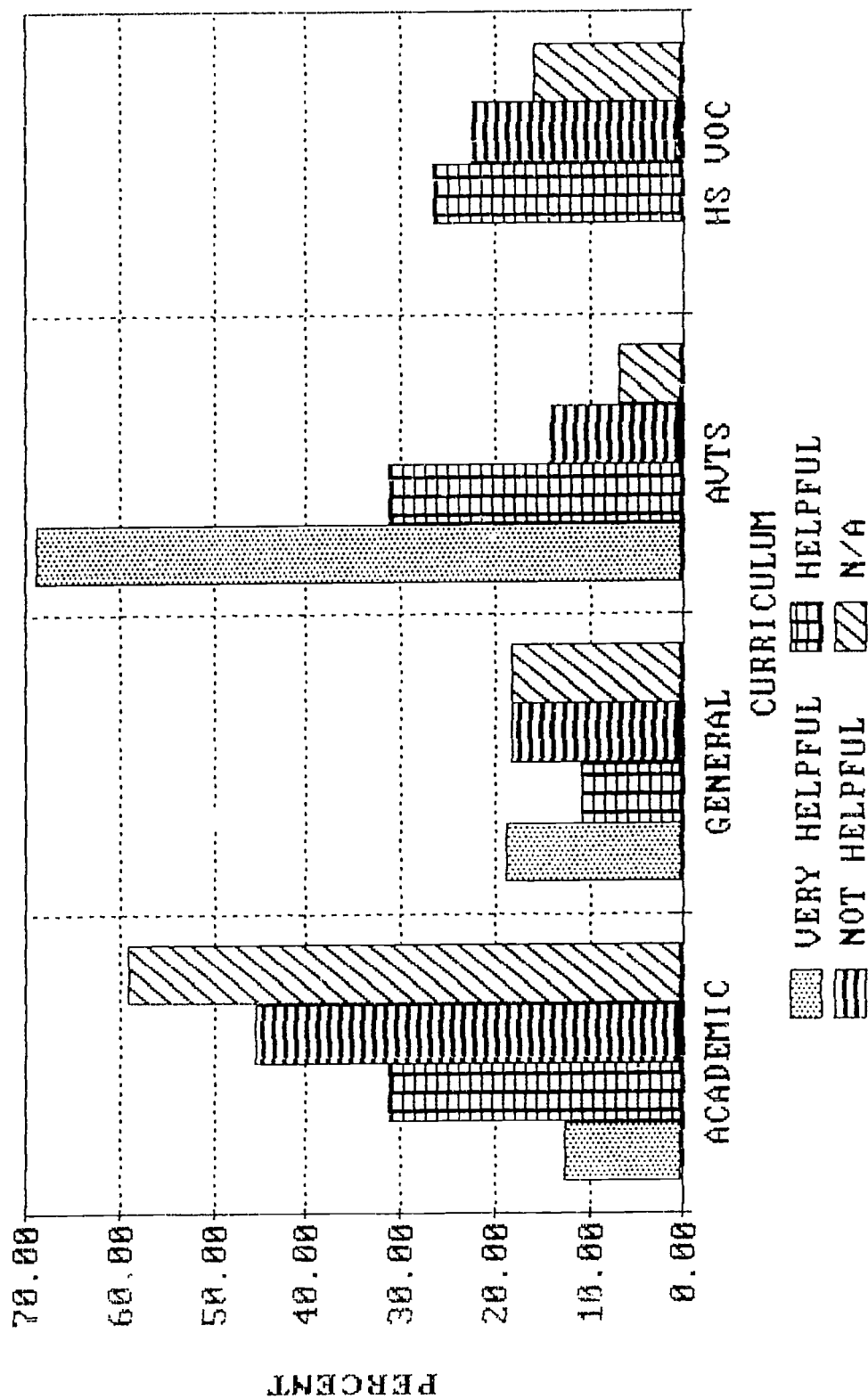


CHART 28

JOB PLACEMENT ASSISTANCE BY CURRICULUM

1983 AND 1986 GRADUATES

[CODE 28: PLCM-HSC]

FREQUENCY
PERCENT
ROW %
COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY	2	0	13	7	22
HELPFUL	0.73	0.00	4.73	2.55	8.00
	9.09	0.00	59.09	31.82	
	3.13	0.00	11.50	12.28	
HELPFUL	16	8	30	13	67
	5.82	2.91	10.91	4.73	24.36
	23.88	11.94	44.78	19.40	
	25.00	19.51	26.55	22.81	
NOT	46	33	70	37	186
HELPFUL	16.73	12.00	25.45	13.45	67.64
	24.73	17.74	37.63	19.89	
	71.88	80.49	61.95	64.91	
TOTAL	64	41	113	57	275
	23.27	14.91	41.09	20.73	100.00

CHI-SQUARE DF=6

VALUE=289.603
N=792

PROB=0.000

CHART 29

POST-SECONDARY EDUCATION STATUS BY HIGH SCHOOL CURRICULUM

[CODE 29: PSED-HS2]

PERCENT

ROW %

COL. %

	GRAD OR ENROLLED	NON-COMP/LEAVER	TOTAL
ACADEMIC	49.53	3.02	52.55
	94.24	5.76	
	55.04	30.19	
GENERAL	12.85	2.46	15.31
	83.95	16.05	
	14.29	24.53	
AVTS	15.5	3.02	18.53
	83.67	16.33	
	17.23	30.19	
HIGH SCHOOL	12.1	1.51	13.61
VOCATIONAL	88.89	11.11	
	13.45	15.09	
TOTAL	476	53	529
	89.98	10.02	

CHI-SQUARE DF=3
PROB=0.004

VALUE=13.293
N=529

POST-SEC EDU. STATUS
GRAPH 1 - 29

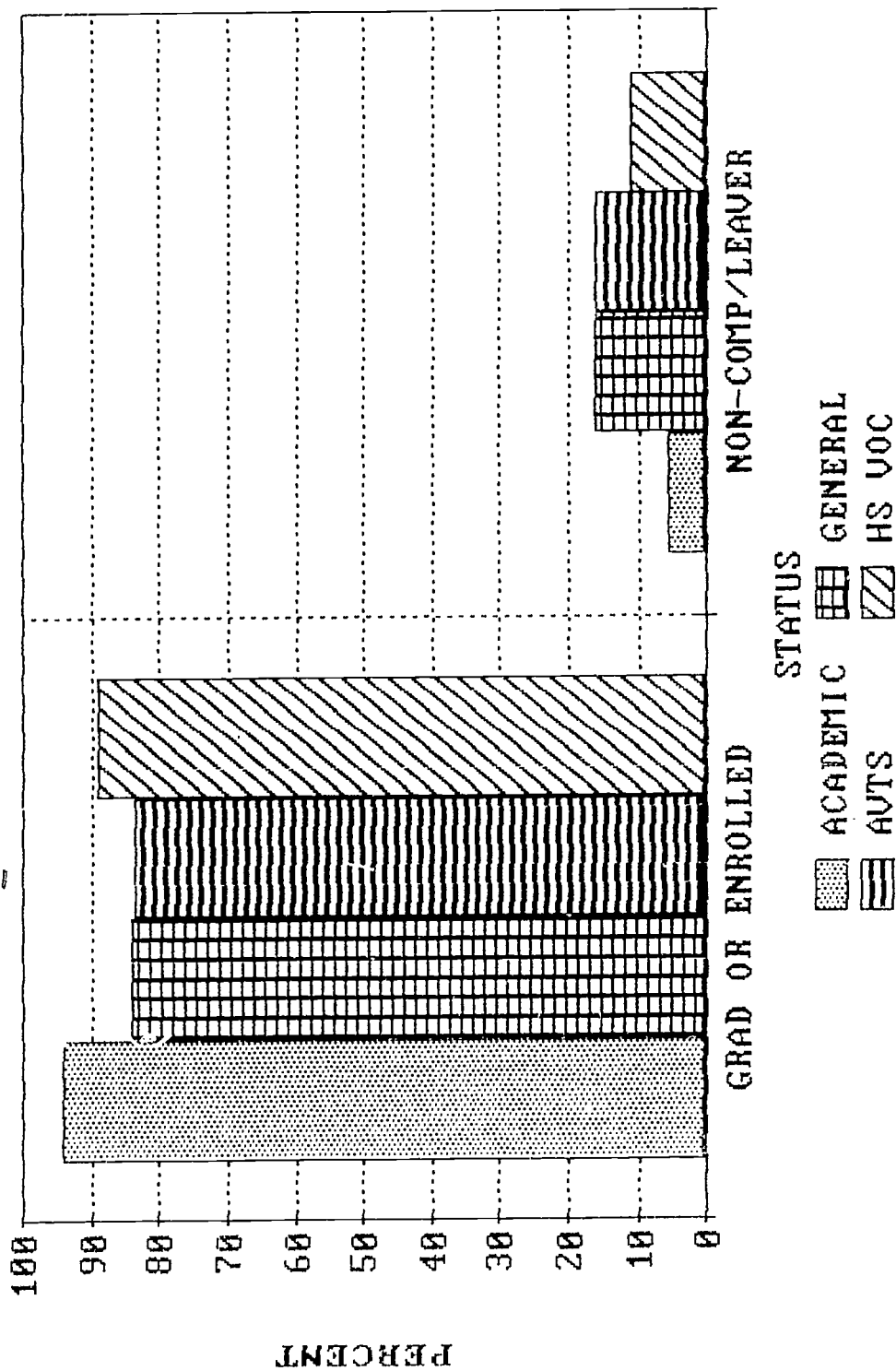


CHART 30

POST-SECONDARY EDUCATION ACTIVITY BY HIGH SCHOOL CURRICULUM

[CODE 30: PSED-HSC]

PERCENT

ROW %

COL. %

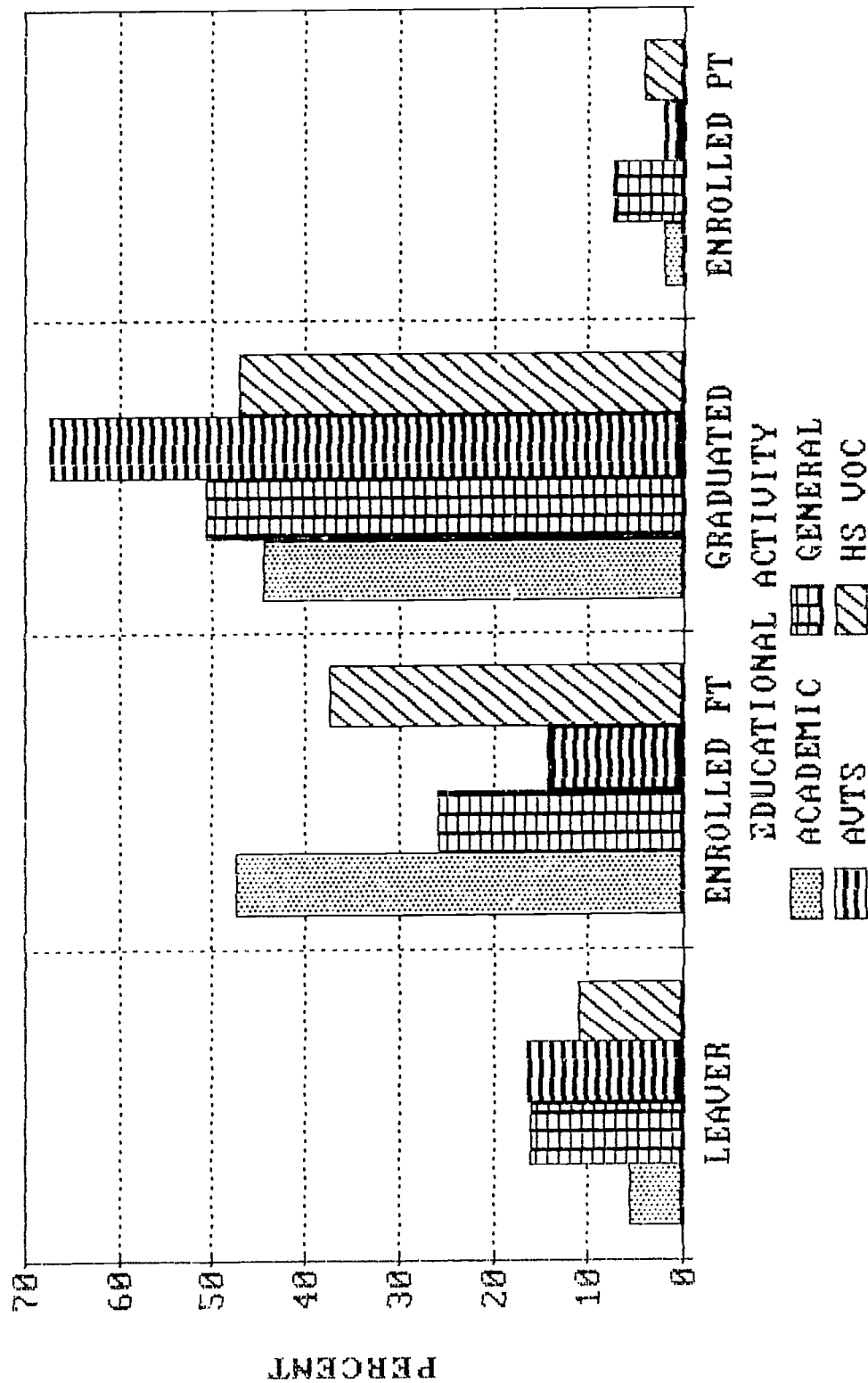
	LEAVER NON-COMP	ENROLLED FT FULL TIME	GRADUATED COMPLETED	ENROLLED PT PART TIME	TOTAL
ACADEMIC	3.02	24.95	23.44	1.13	52.55
	5.76	47.48	44.6	2.16	
	30.19	68.04	46.79	35.29	
GENERAL	2.46	3.97	7.75	1.13	15.31
	16.05	25.93	50.62	7.41	
	24.53	10.82	15.47	35.29	
AVTS	3.02	2.65	12.48	0.38	18.53
	16.33	14.79	67.35	2.02	
	30.19	7.22	24.91	11.76	
HIGH SCHOOL	1.51	5.1	6.43	0.57	13.61
VOCATIONAL	11.11	37.5	47.22	4.17	
	15.09	13.92	12.83	17.65	
TOTAL	53	194	265	17	529
	10.02	36.67	50.09	3.21	

CHI-SQUARE DF=9

VALUE=50.412
N=529

PROB=0.000

POST-SECONDARY EDU. ACTIVITY
GRAPH 1 - 30



POST-SEC EDUCATIONAL ACTIVITIES

GRAPH 1 - 30 - 1

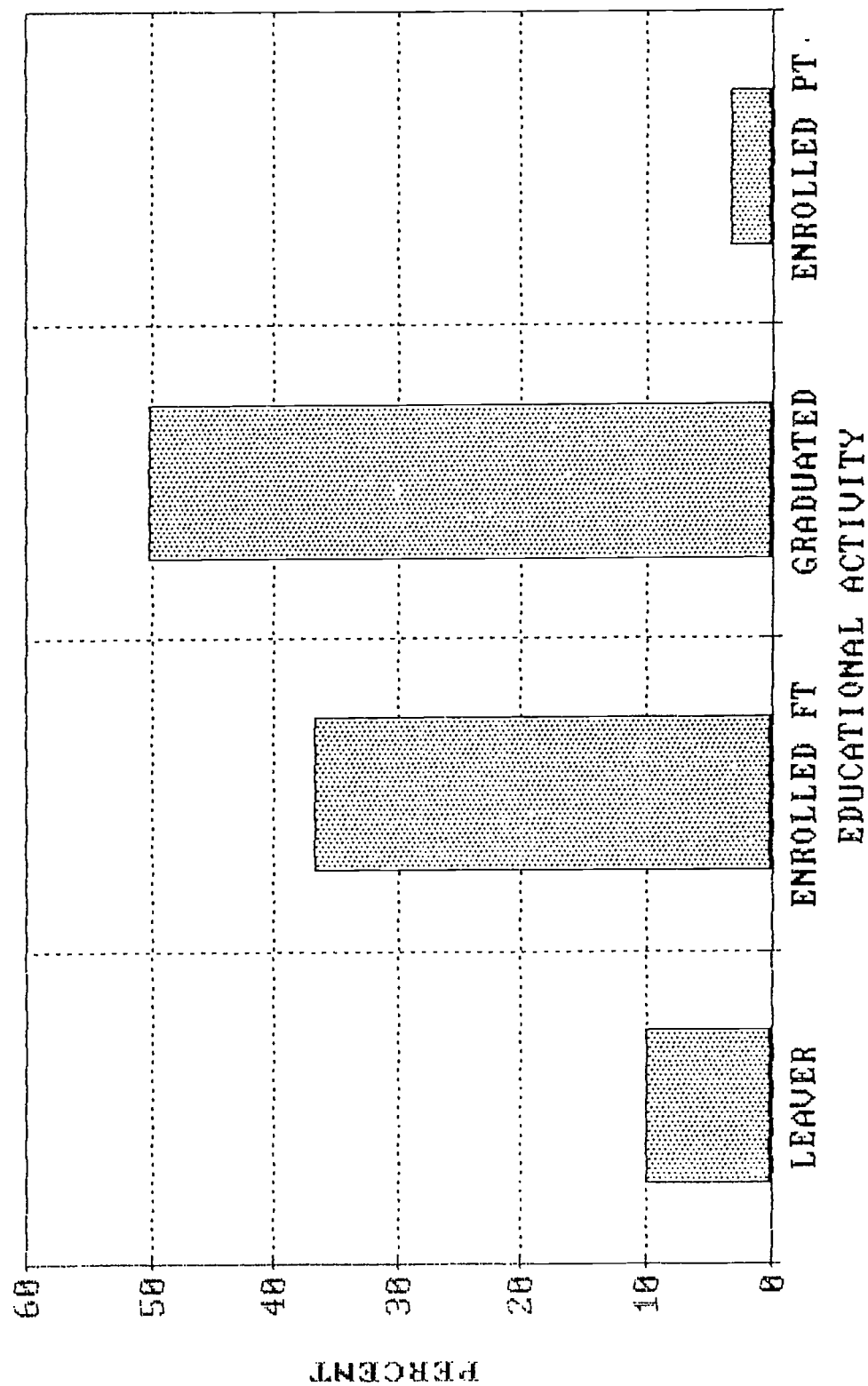


CHART 31

JOB RELATIVITY TO HIGH SCHOOL CURRICULUM

[CODE 31: RELJ-HSC]

FREQUENCY

PERCENT

ROW %

COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY	3	9	99	42	153
RELATED	0.38	1.14	12.50	5.30	19.32
	1.96	5.88	64.71	27.45	
	1.15	7.09	39.29	27.63	
RELATED	9	20	85	43	157
	1.14	2.53	10.73	5.43	19.82
	5.73	12.74	54.14	27.39	
	3.45	15.75	33.73	28.29	
NOT	249	98	68	67	482
RELATED	31.44	12.37	8.59	8.46	60.86
	51.66	20.33	14.11	13.90	
	95.40	77.17	26.98	44.08	
TOTAL	261	127	252	152	792
	32.95	16.04	31.82	19.19	100.00

CHI-SQUARE DF=6

VALUE=289.603
N=792

PROB=0.000

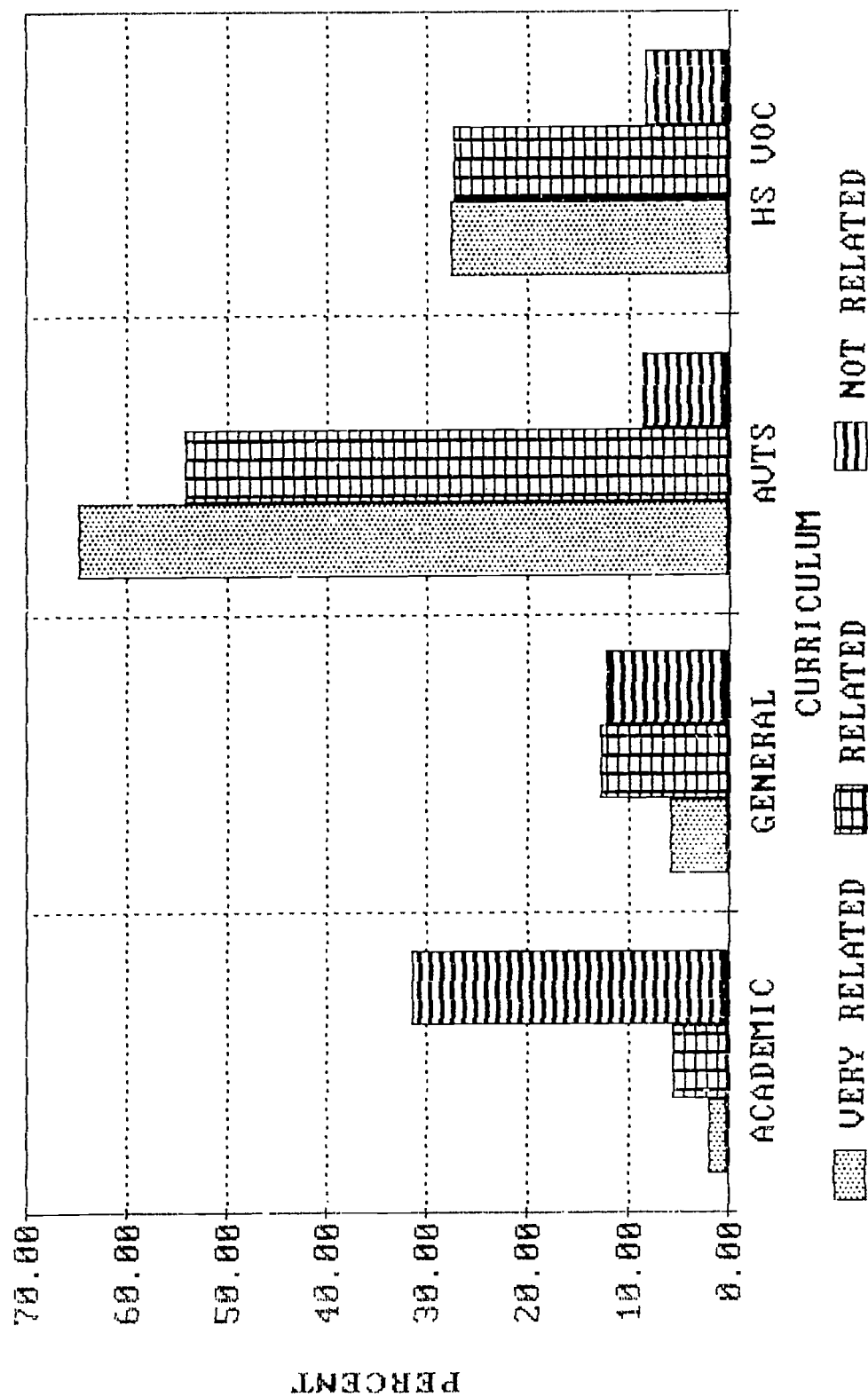
TOTALS

VERY RELATED
19.32

RELATED
19.82

NOT RELATED
60.86

RELATIVITY OF HS CURR. TO EMPLOYMENT
GRAPH 1 - 31



RELATIVITY OF HS CURRICULUM TO EMPLOY

GRAPH 1 - 31 - 1

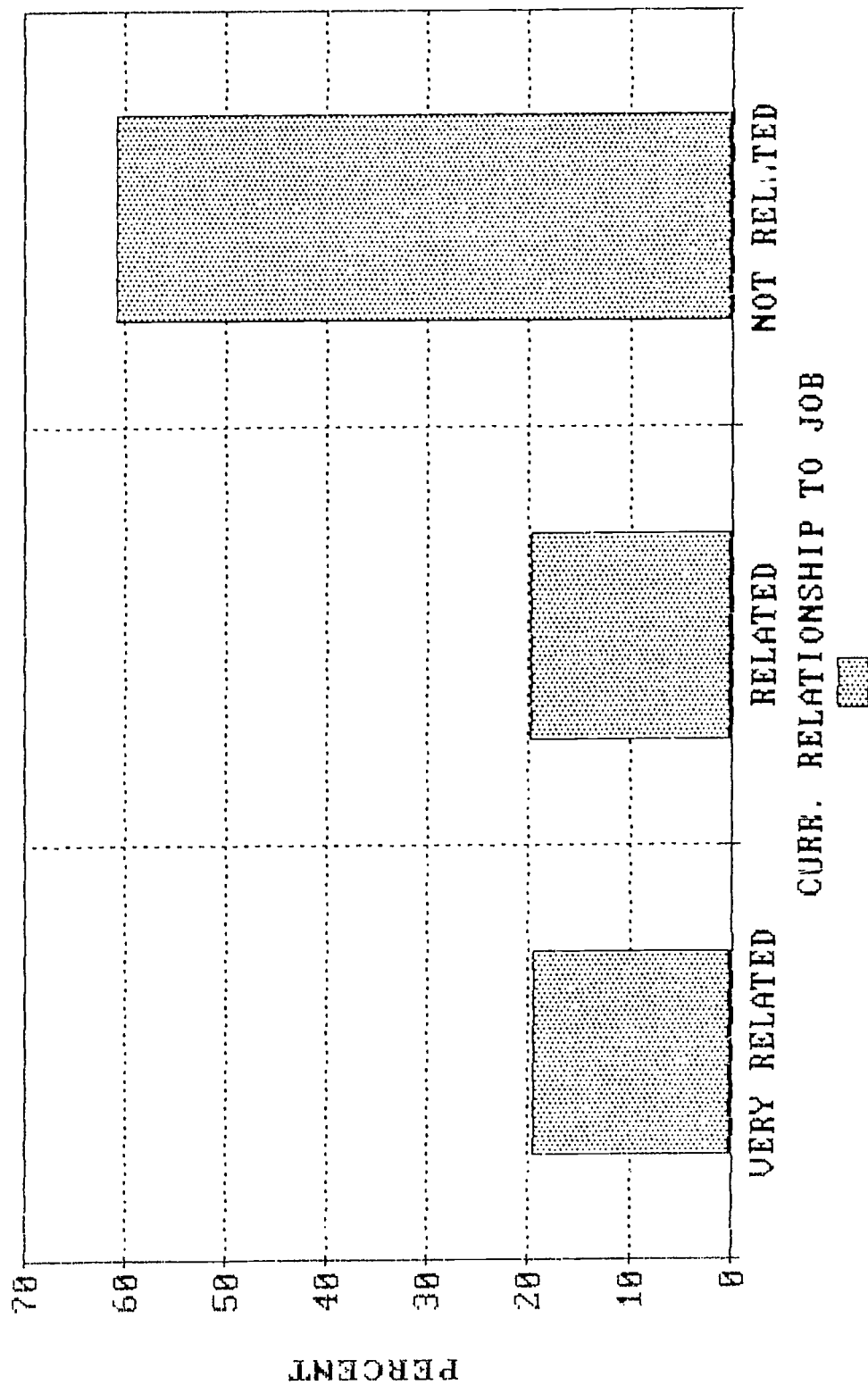


CHART 32

RESPONSES TO SURVEY BY AREA SCHOOL DISTRICT

ALL DISTRICTS - ALL YEARS

[CODE 32: RSP-DIST]

FREQUENCY

PERCENT

ROW %

COL. %

	ALL DISTRICTS	TOTAL
CLEARFIELD	311	311
SCHOOL	36.55	36.55
DISTRICT	100.00	
	36.55	
CURWENSVILLE	100	100
SCHOOL	11.75	11.75
DISTRICT	100.00	
	11.75	
PHILIPSBURG-	213	213
OSCEOLA SD	25.03	25.03
	100.00	
	25.03	
WEST BRANCH	129	129
SCHOOL	15.16	15.16
DISTRICT	100.00	
	15.16	
MOSHANNON	98	98
VALLEY SD	11.52	11.52
	100.00	
	11.52	
TOTAL	851	851
	100.00	100.00

RESPONSES BY DISTRICT - 851
GRAPH 1 - 32

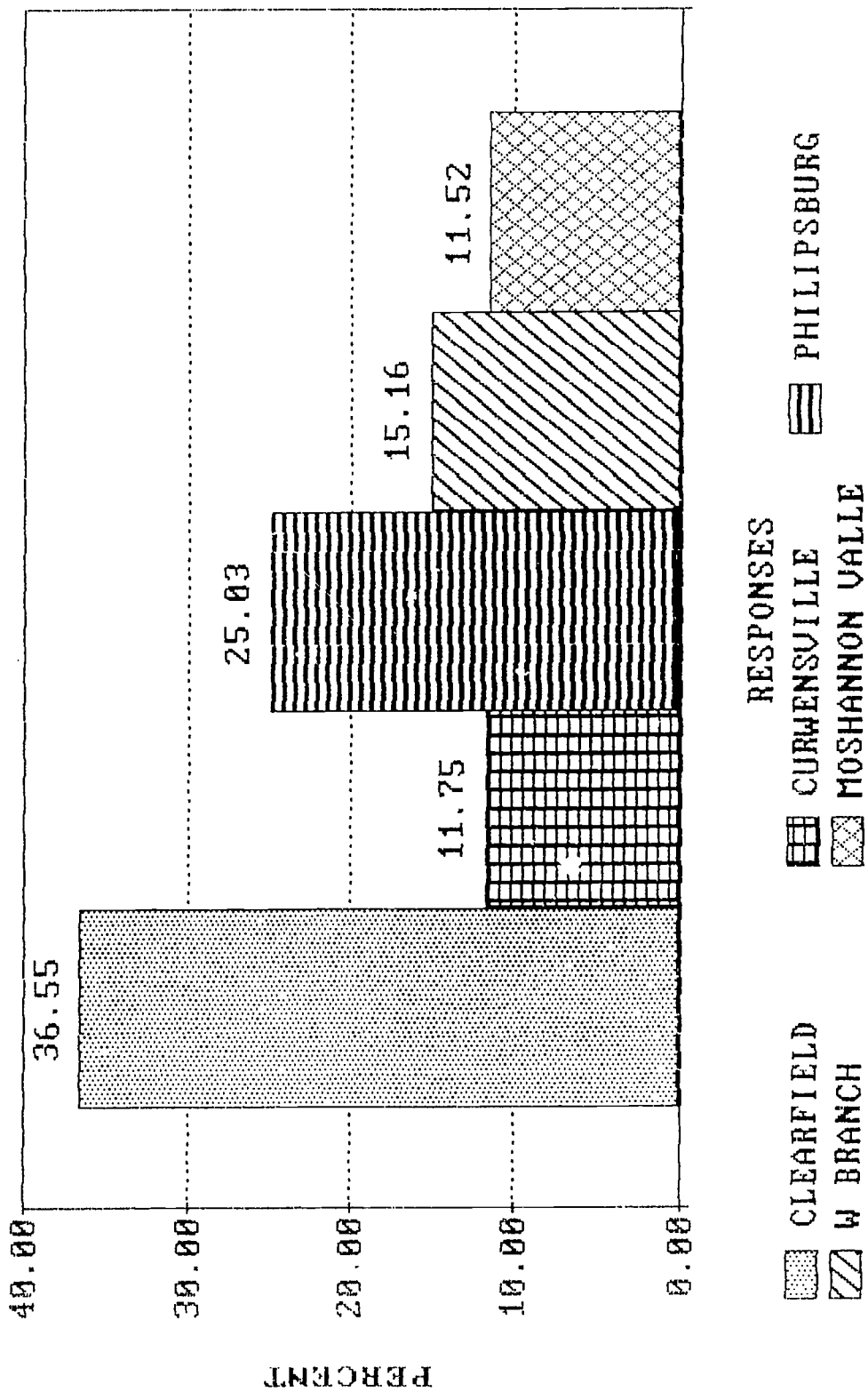


CHART 33

RESPONSES TO SURVEY BY HIGH SCHOOL CURRICULUM

ALL DISTRICTS - ALL YEARS

[CODE 33: RSP-HSC]

FREQUENCY

PERCENT

ROW %

COL. %

	ALL DISTRICTS	TOTAL RESPONSES
ACADEMIC	300	300
	35.25	35.25
	100.00	
	35.25	
GENERAL	140	140
	16.45	16.45
	100.00	
	16.45	
AREA VO- TECH SCHOOL	255	255
	29.96	29.96
	100.00	
	29.96	
HS VOC	156	156
	18.33	18.33
	100.00	
	18.33	
TOTAL	851	851
	100.00	100.00

RESPONSES BY HS CURRICULUM
GRAPH 1 - 33

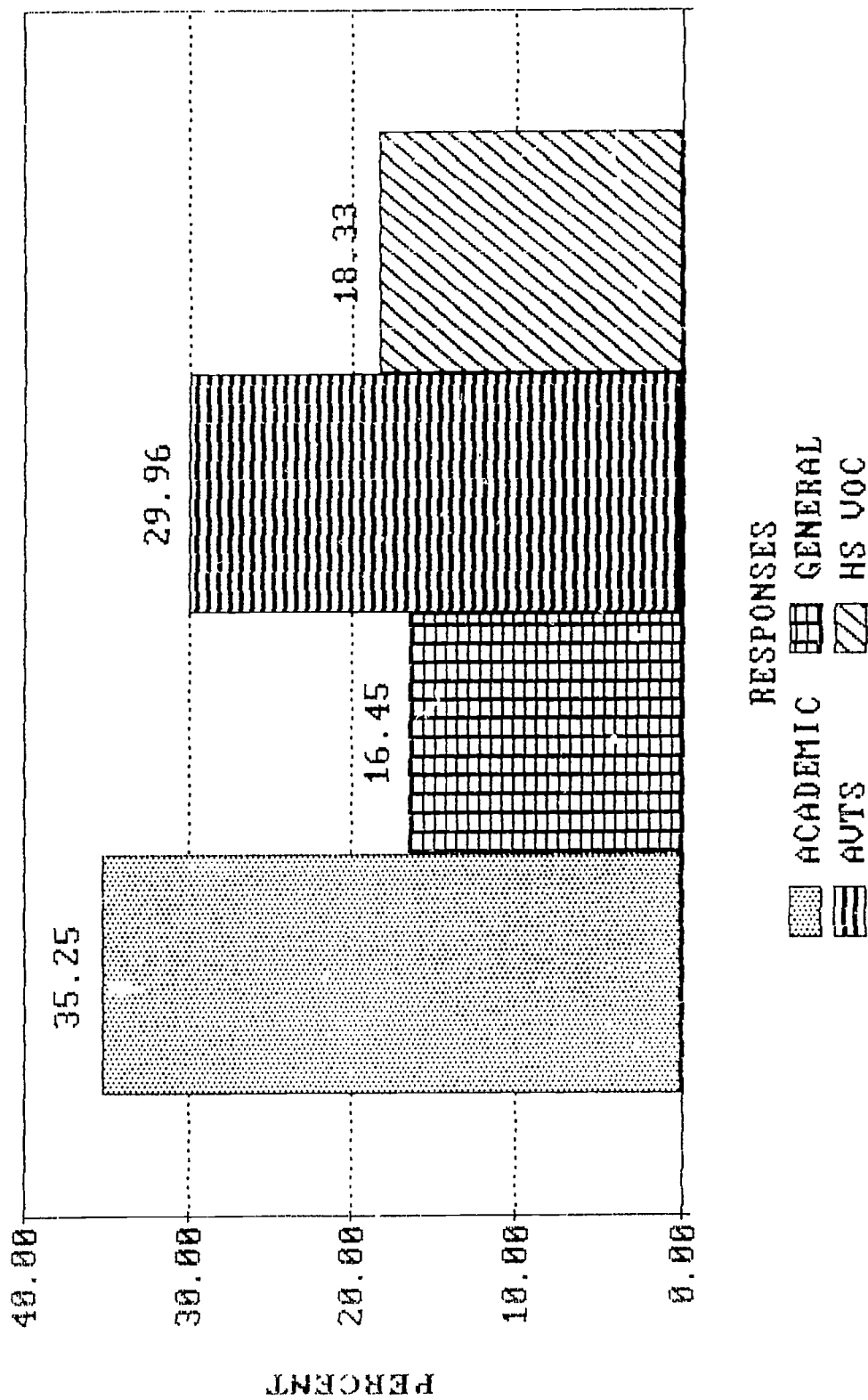


CHART 34

SURVEY RESPONSE RATE WITHIN HIGH SCHOOL CURRICULUM

ALL DISTRICTS - ALL YEARS

[CODE 34: RSP-RATE]

FREQUENCY

PERCENT

ROW %

COL. %

	GRADUATES	SURVEY RESPONSES	RESPONSE RATE
ACADEMIC	742	300	300
	87.19	35.25	40.43
	247.33	100.00	
	29.80	35.25	
GENERAL	503	140	140
	59.11	16.45	27.83
	359.29	100.00	
	20.20	16.45	
AREA VO- TECH SCHOOL	804	255	255
	94.48	29.96	31.72
	315.29	100.00	
	32.29	29.96	
HS VUC	441	156	156
	51.82	18.33	35.37
	282.69	100.00	
	17.71	18.33	
TOTAL	2490	851	851
	292.60	100.00	34.18

GRADUATES VS SURVEY REPLIES
GRAPH 1 -- 34

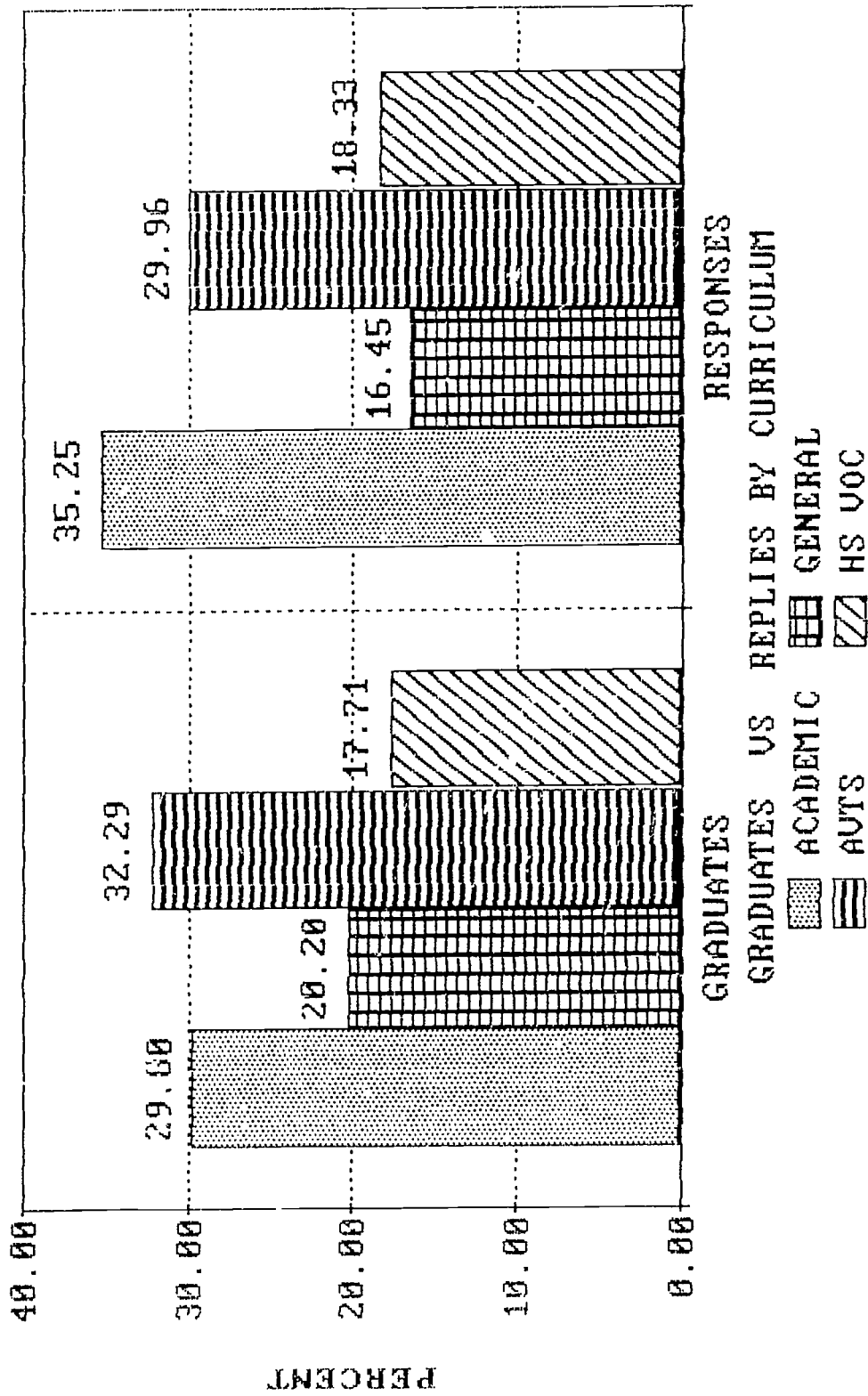


CHART 35

RESPONSES TO SURVEY BY SEX

ALL DISTRICTS - ALL YEARS

[CODE 35: RSP-SX]

FREQUENCY
PERCENT
ROW %
COL. %

	ALL SCHOOLS/CURR	TOTAL RESPONSES
MALE	394	394
	46.30	46.30
	100.00	
	46.30	
FEMALE	457	457
	53.70	53.70
	100.00	
	53.70	
TOTAL	851	851
	100.00	100.00

CHART 36

RESPONSES TO SURVEY BY YEAR OF GRADUATION

ALL DISTRICTS - ALL YEARS

[CODE 36: RSP-YR]

FREQUENCY

PERCENT

ROW %

COL. %

	ALL DISTRICTS	TOTAL RESPONSE RATE
1983	294	294
	34.55	34.55
	100.00	
	34.55	
1986	266	266
	31.26	31.26
	100.00	
	31.26	
1989	291	291
	34.20	34.20
	100.00	
	34.20	
TOTAL	851	851
	100.00	100.00
OVERALL RATE		34.18

RESPONSE RATE BY GRAD. YEAR
GRAPH 1 - 36

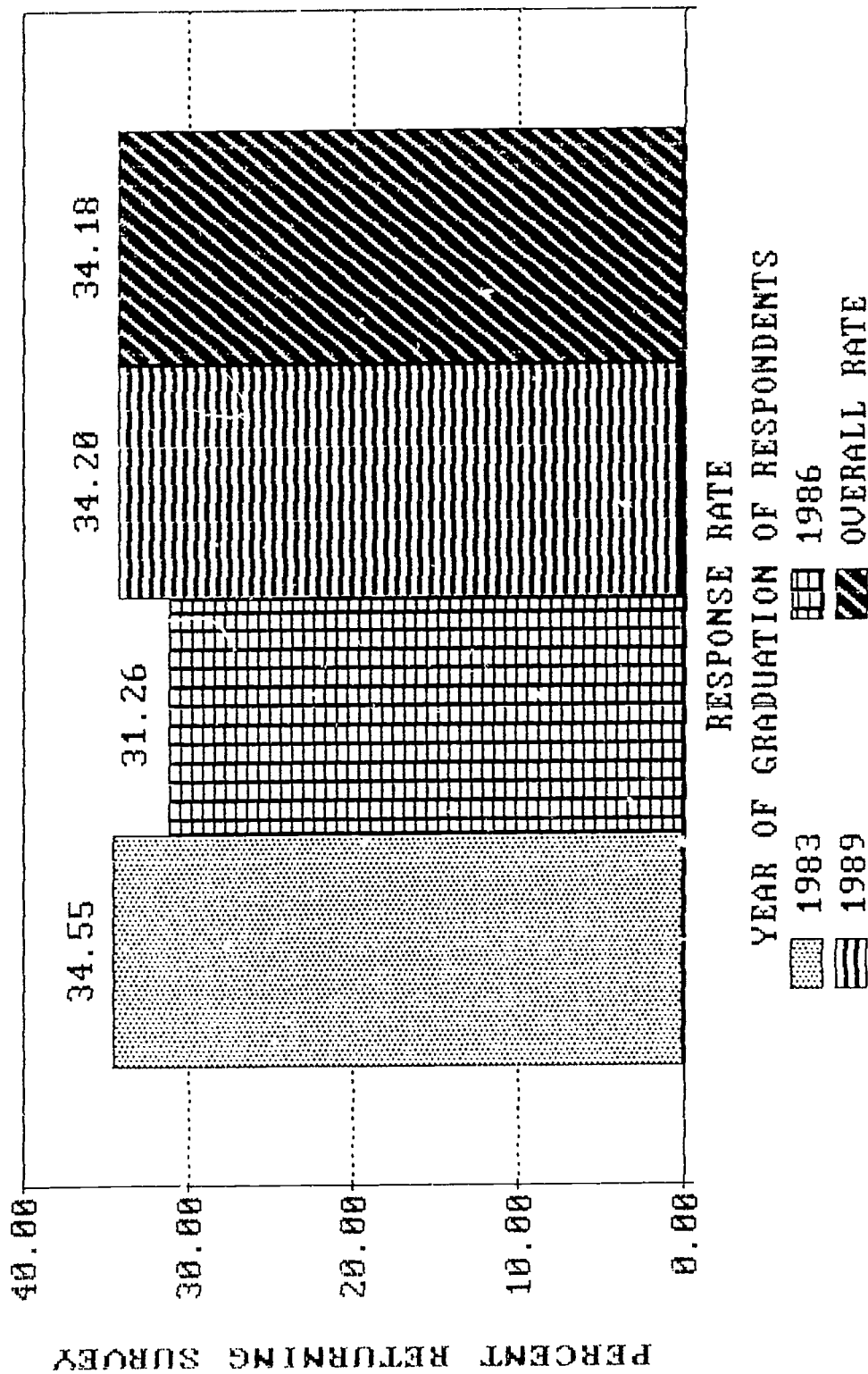


CHART 37

GRADUATE RESPONSES TO QUESTIONNAIRE

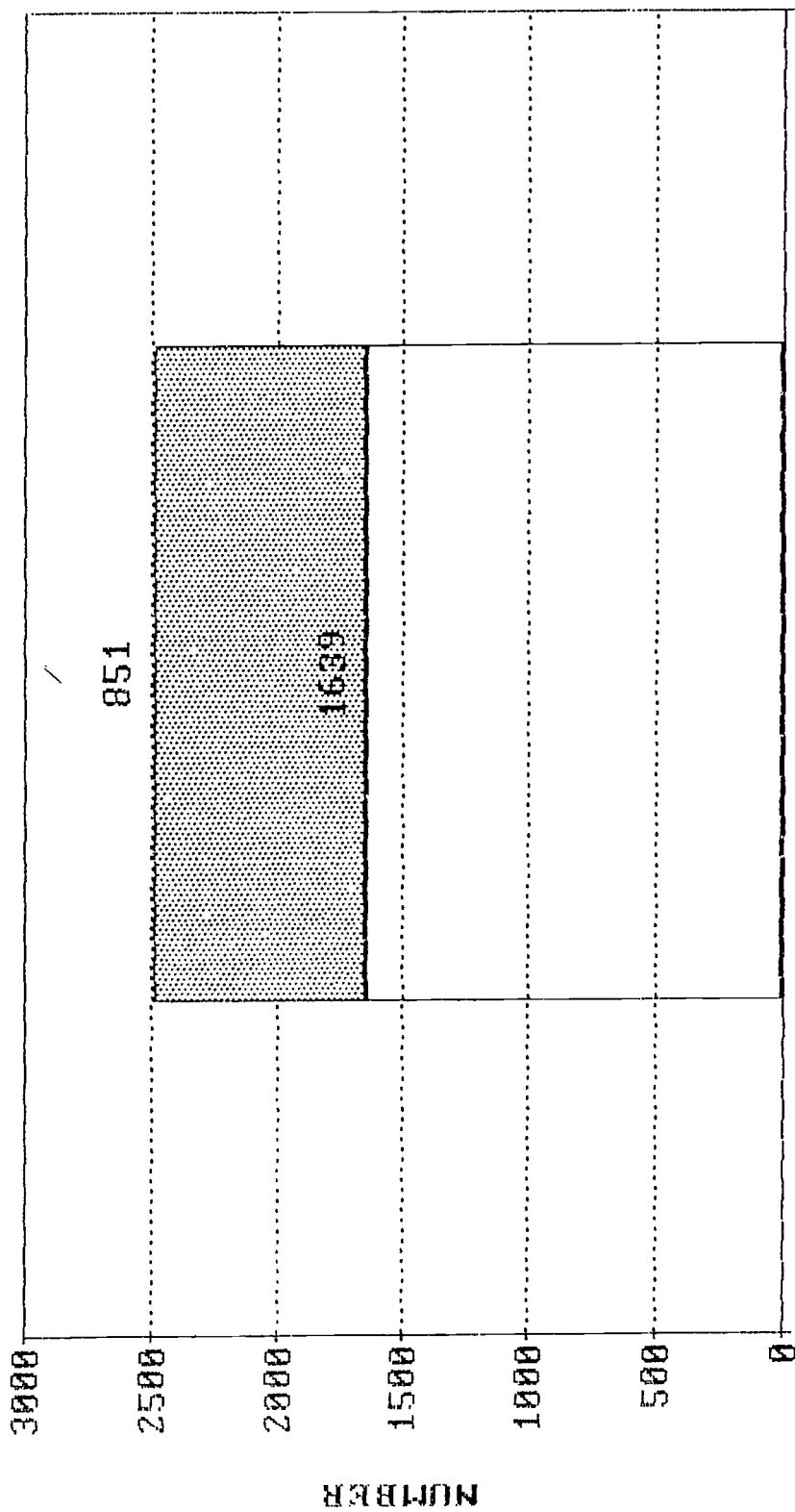
ALL DISTRICTS - ALL YEARS

[CODE 37: RSPN-Y-N]

FREQUENCY
PERCENT
ROW %
COL. %

	ALL DISTRICTS	TOTAL GRADUATES
NON-RESPONSE	1639	1639
	65.82	65.82
	100.00	
	65.82	
RESPONDED	851	851
	34.18	34.18
	100.00	
	34.18	
TOTAL	2490	2490
	100.00	100.00

RESPONSES VS NON-RESPONSES
GRAPH 1 - 37



TOTAL SURVEYED: 2490
 □ NON-RESPONSES ▨ RESPONDENTS

CHART 38

GRADUATES BY YEAR IN SURVEY AREA

ALL DISTRICTS - ALL YEARS

[CODE 38: RSPN-YR]

FREQUENCY

PERCENT

ROW %

COL. %

	ALL DISTRICTS	TOTAL GRADUATES
1983	353	353
	31.21	31.21
	100.00	
	31.21	
1986	389	389
	34.39	34.39
	100.00	
	34.39	
1989	389	389
	34.39	34.39
	100.00	
	34.39	
TOTAL	1131	1131
	100.00	100.00

RESPONSES BY YEAR
GRAPH 1 - 38

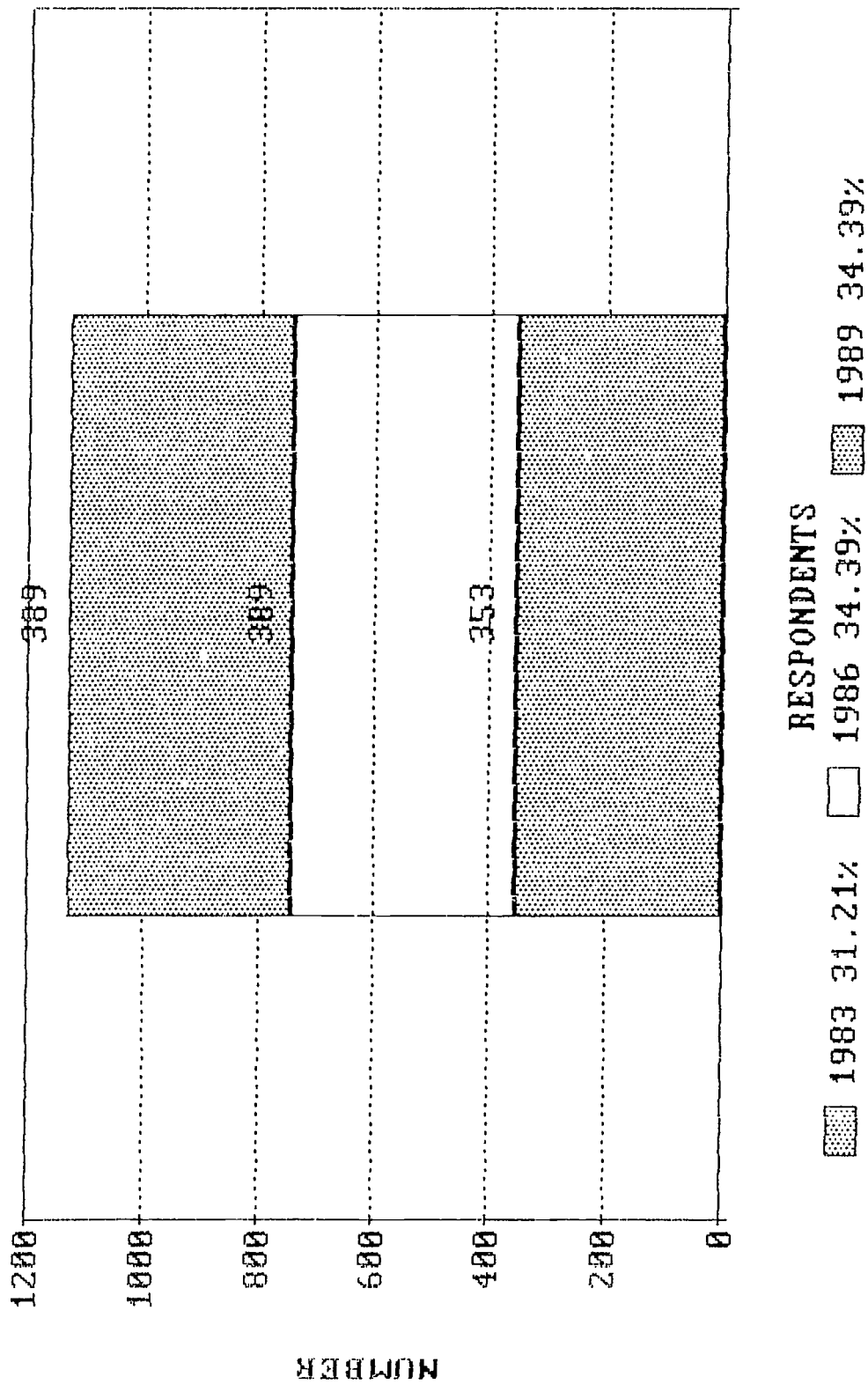


CHART 39

SURVEY RESPONSE RATE BY AREA SCHOOL DISTRICT

ALL DISTRICTS - ALL YEARS

[CODE 39: RSPRT-HS]

FREQUENCY

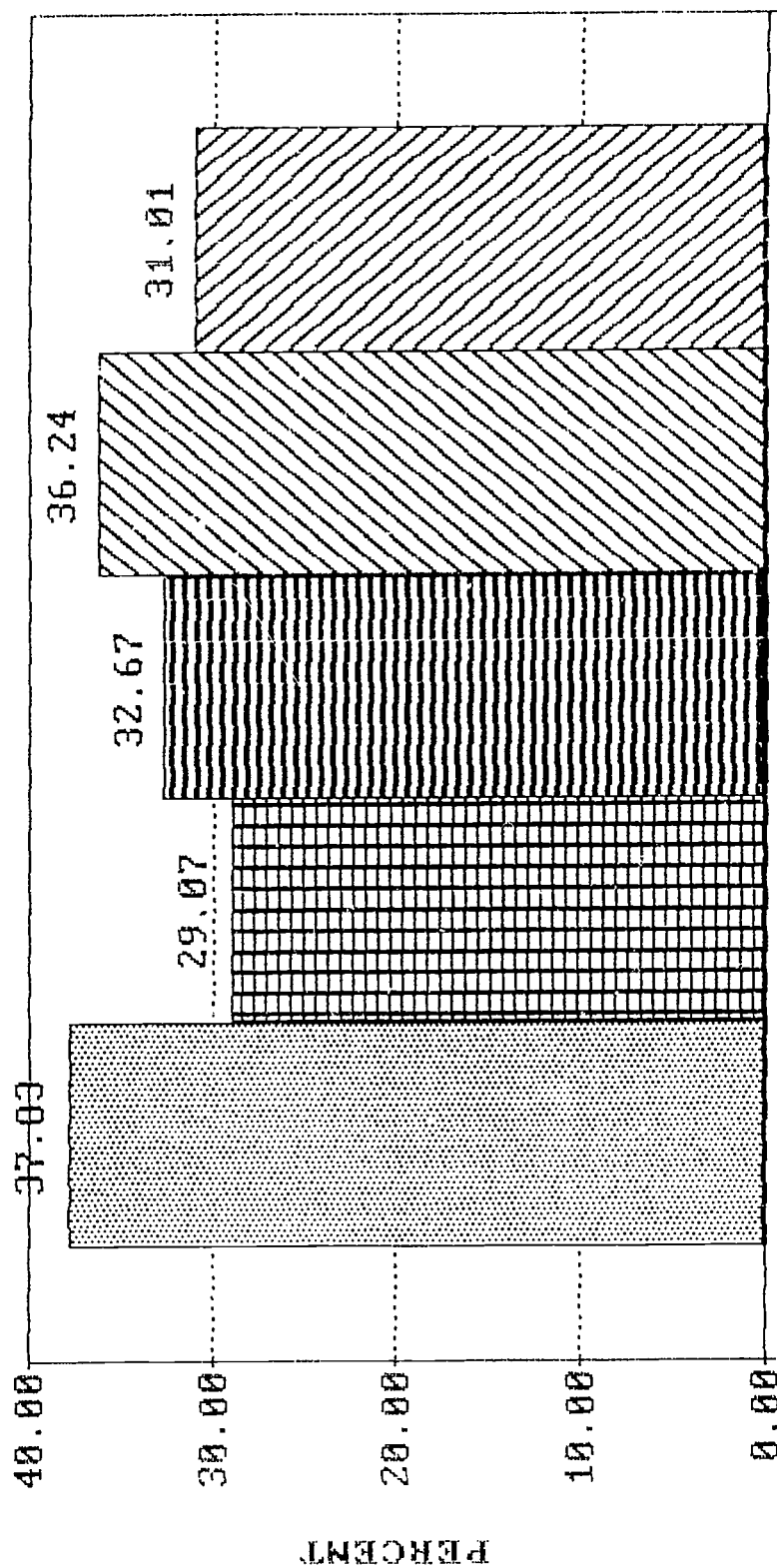
PERCENT

ROW %

COL. %

	GRADUATES	SURVEY RESPONSES	RESPONSE RATE
CLEARFIELD	822	311	311
SCHOOL	96.59	36.55	37.83
DISTRICT	100.00	100.00	
	33.01	36.55	
CURWENSVILLE	344	100	100
SCHOOL	40.42	11.75	29.07
DISTRICT	100.00	100.00	
	13.82	11.75	
PHILIPSBURG- OSCEOLA SD	652	213	213
	76.62	25.03	32.67
	100.00	100.00	
	26.18	25.03	
WEST BRANCH	356	129	129
SCHOOL	41.83	15.16	36.24
DISTRICT	100.00	100.00	
	14.30	15.16	
MOSHANNON	316	98	98
VALLEY SD	37.13	11.52	31.01
	100.00	100.00	
	12.69	11.52	
TOTAL	2490	851	851
	100.00	100.00	34.18

RESPONSE RATE BY DISTRICT T=2498
GRAPH 1 - 39

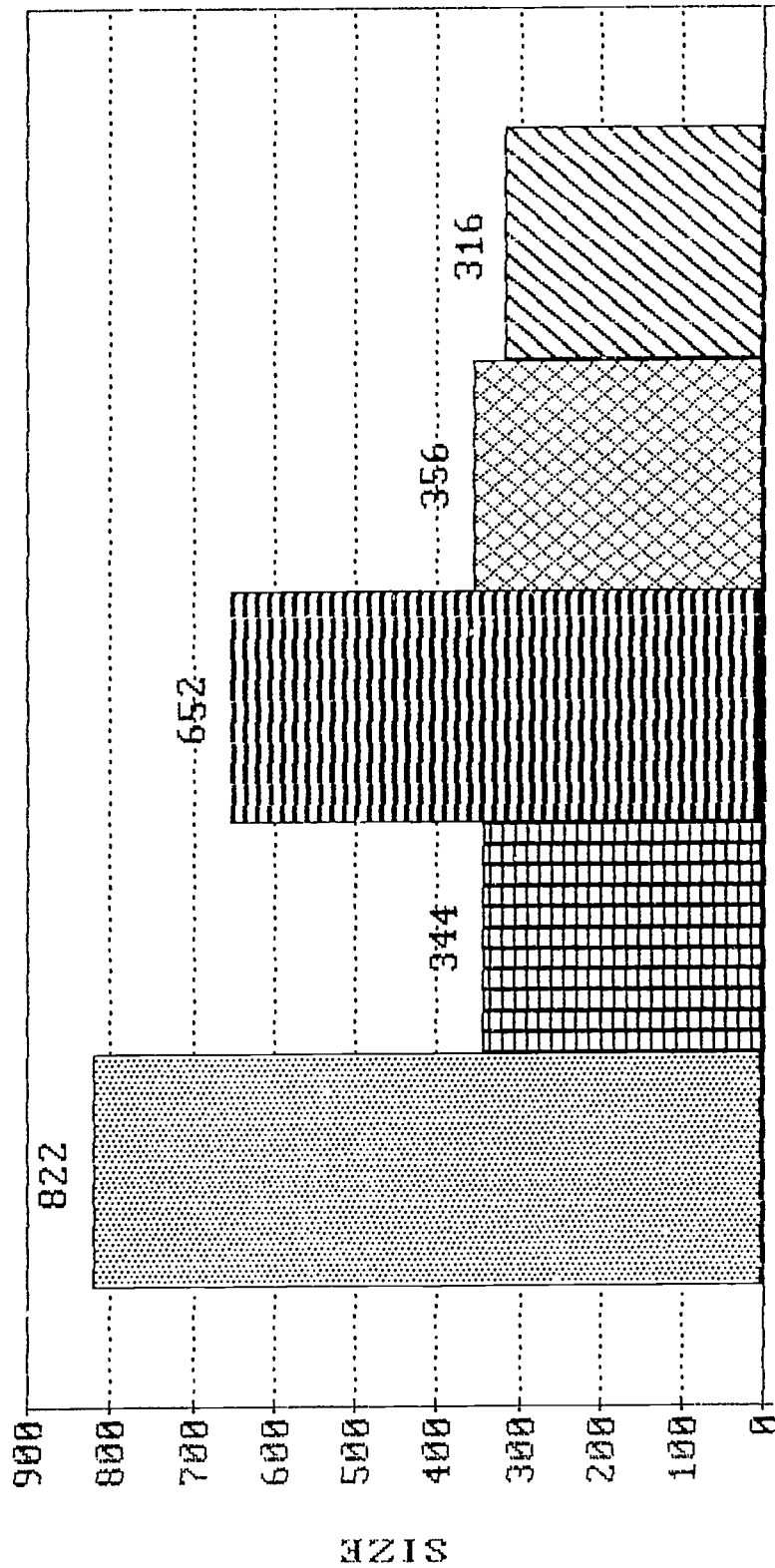


RESPONSE RATES TOTAL 34.18%

CLFD T=822 CURW T=344 P' BURG T=652
W BR T=356 MO VAL T=315

COMPARATIVE SIZE OF AREA DIST T=2490

GRAPH 1 - 39 - 1



DISTRICTS 3 YR T=2490

CLFD 33.81 %

P' BURG 26.18 %

W BR 14.30 %

MO VAL 12.69%

CURW 13.82 %

CHART 40

SATISFACTION WITH HIGH SCHOOL CURRICULUM BY CURRICULUM AREA

[CODE 40: SAT-HSC]

PERCENT

ROW %

COL. %

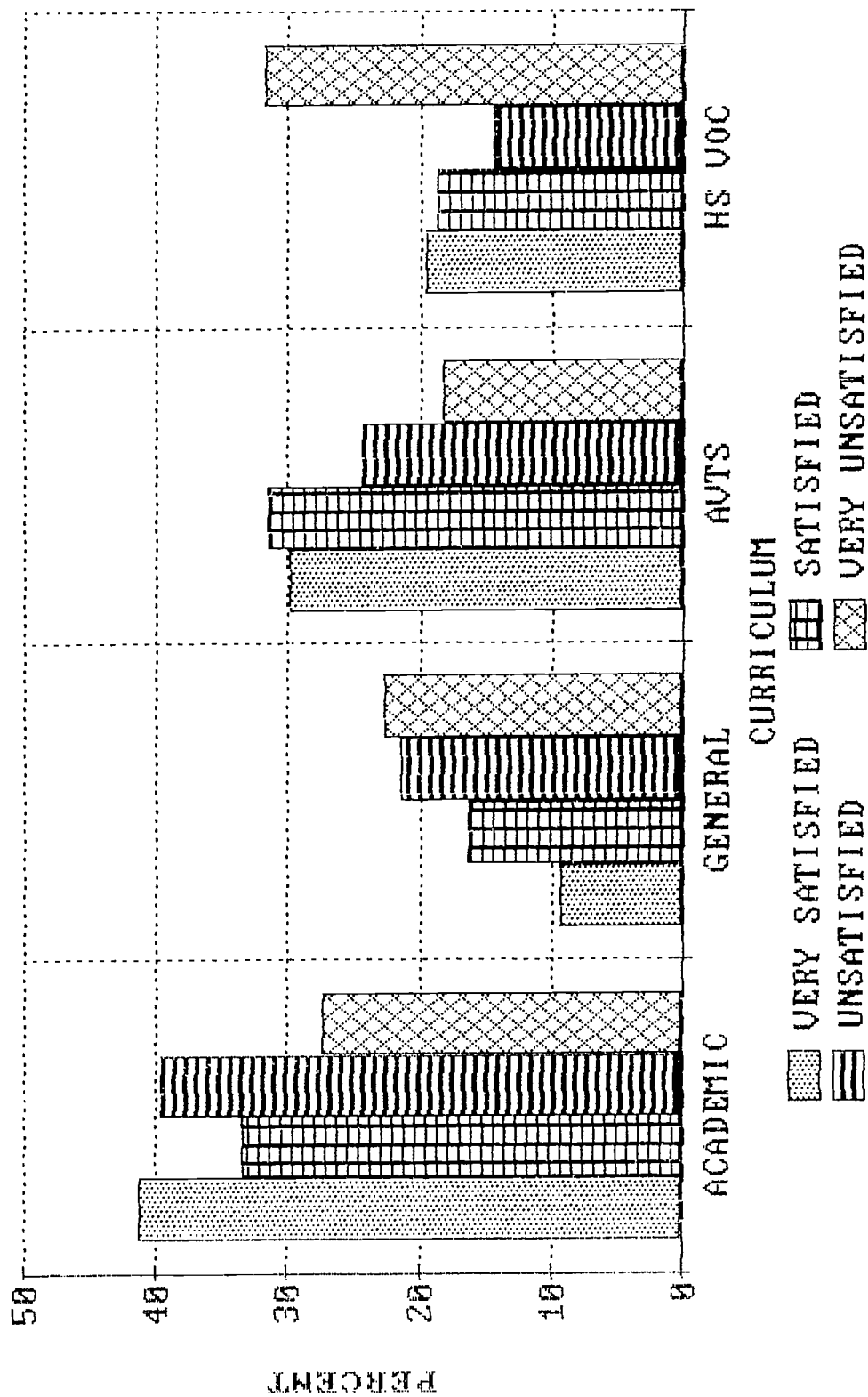
	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
VERY	4.73	1.06	3.43	2.25	11.47
SATISFIED	41.24	9.28	29.9	19.59	
	13.42	6.17	11.46	12.18	
SATISFIED	23.64	11.47	22.22	13.12	70.45
	33.56	16.28	31.54	18.62	
	67.11	69.78	74.31	71.15	
UNSATISFIED	6.15	3.31	3.78	2.25	15.48
	39.69	21.37	24.43	14.5	
	17.45	20.14	12.65	12.18	
VERY	0.71	0.59	0.47	0.83	2.6
UNSATISFIED	27.27	22.73	18.18	31.82	
	2.01	3.6	1.58	4.49	
TOTAL	298	139	253	156	846
	35.22	16.43	29.91	18.44	100

CHI-SQUARE DF=9

VALUE=14.289
N=846

PROB=0.122

SATISFACTION WITH HS CURRICULUM
GRAPH 1 - 40



SATISFACTION WITH HS CURRICULUM

GRAPH 1 - 40 - 1

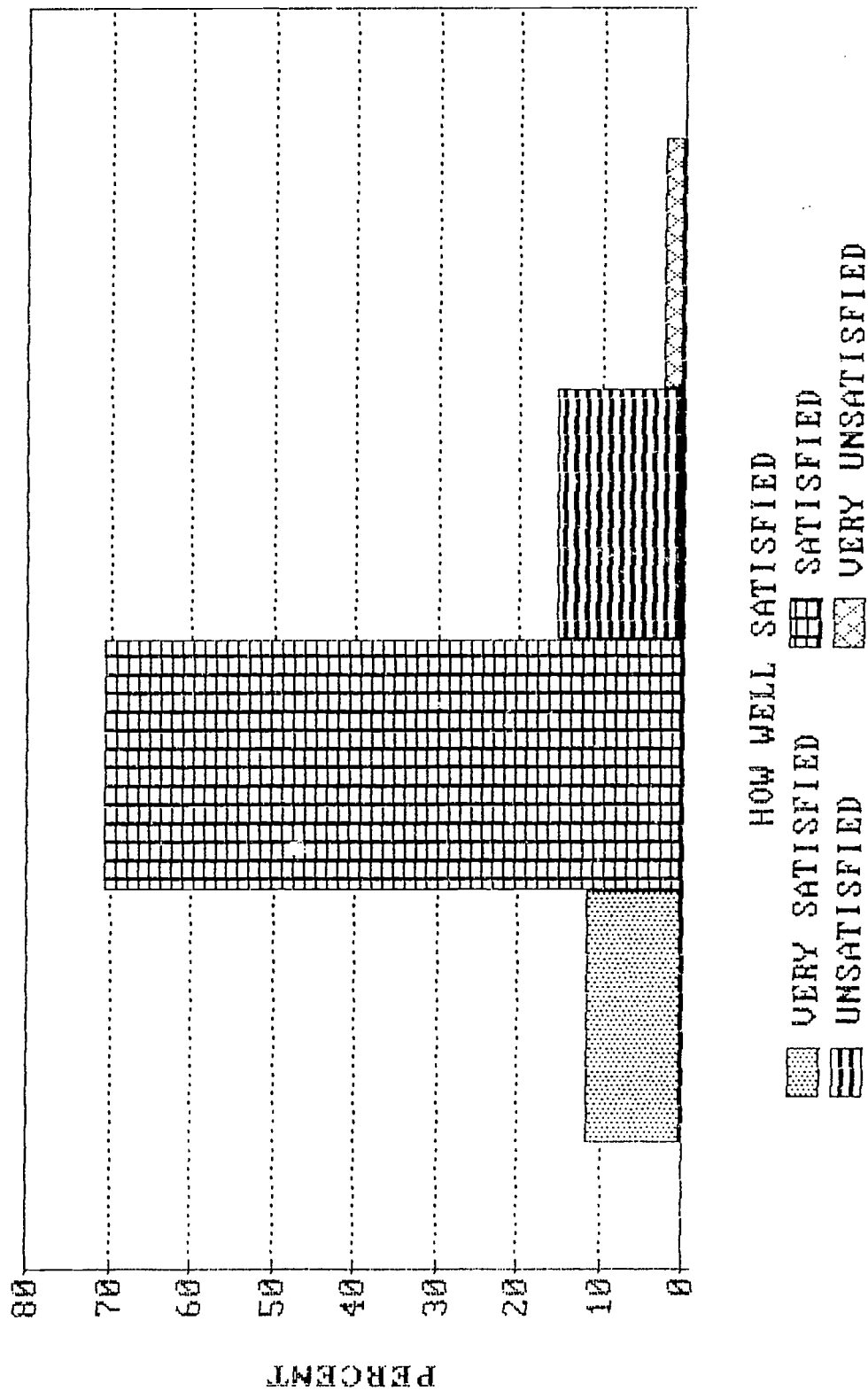


CHART 41

SATISFACTION WITH PRESENT EMPLOYMENT

[CODE 41: SAT-JOB]

FREQUENCY
PERCENT

	TOTAL
VERY SATISFIED	162 36.16
SATISFIED	218 48.66
UNSATISFIED	59 13.17
VERY UNSATISFIED	9 2.01
TOTAL	846 100

N=846

SATISFACTION WITH PRESENT EMPLOYMENT
GRAPH 1 - 41

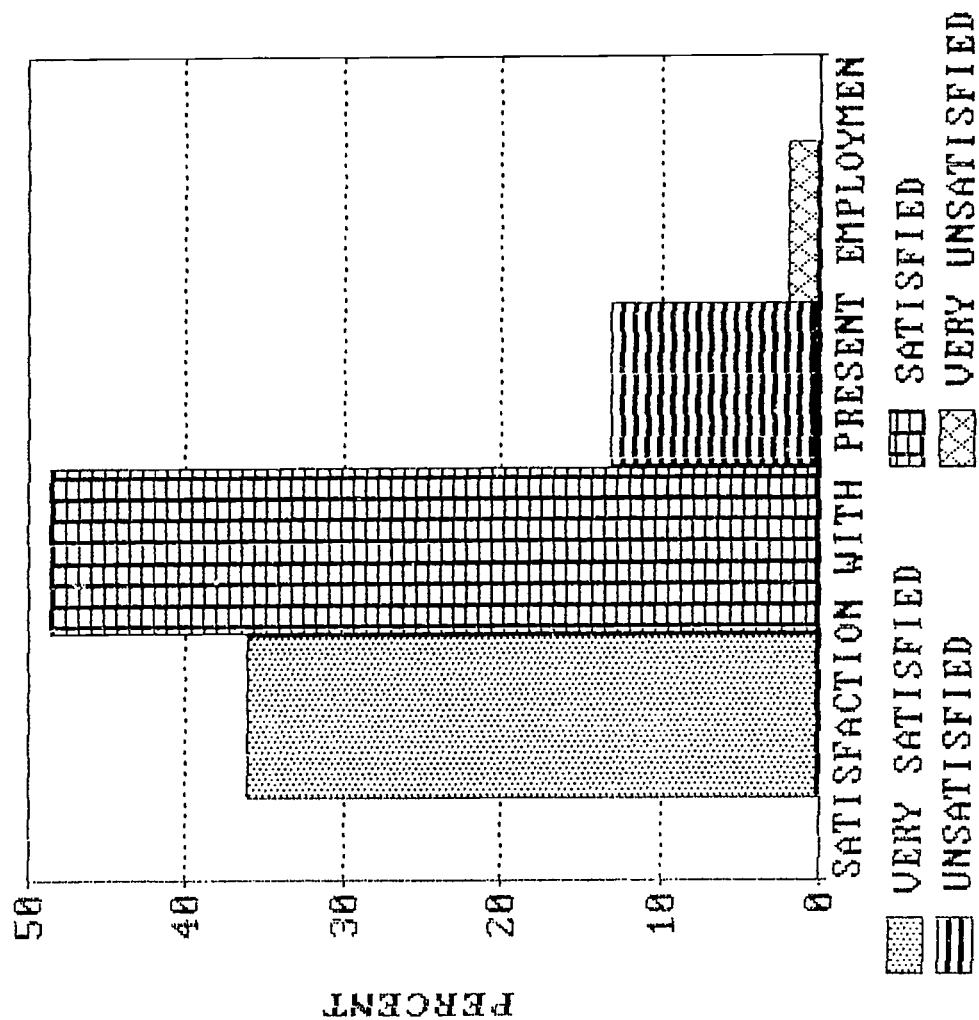


CHART 42

SATISFACTION WITH HIGH SCHOOL CURRICULUM BY YEAR

[CODE 42: SAT-YR]

PERCENT

ROW %

COL. %

	1983	1986	1989	TOTAL
VERY	4.14	3.07	4.26	11.47
SATISFIED	36.08	26.8	37.11	
	11.95	9.89	12.41	
SATISFIED	24.47	21.51	24.47	70.45
	34.73	30.54	34.73	
	70.65	70.65	71.38	
UNSATISFIED	5.56	5.32	4.61	15.48
	35.88	34.35	29.77	
	16.04	17.11	13.45	
VERY	0.47	1.18	0.95	2.6
UNSATISFIED	18.18	45.45	36.36	
	1.37	3.8	2.76	
TOTAL	293	263	290	846
	34.63	31.09	34.28	100

CHI-SQUARE DF=6

VALUE=5.466
N=846

PROB=0.488

CURRICULUM SATISFACTION BY YEAR
GRAPH 1 - 42

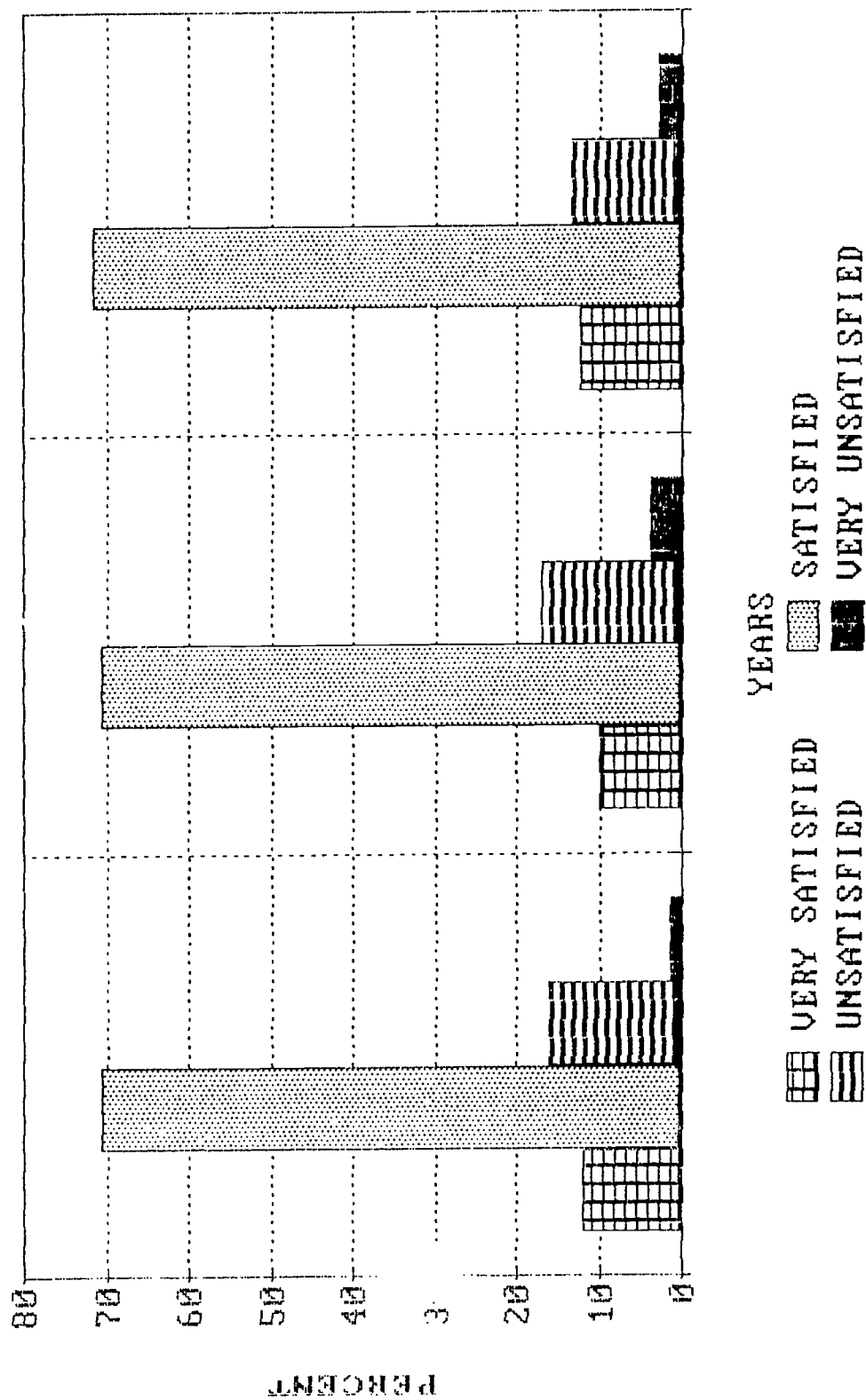


CHART 43

TOTAL SCIENCE CREDITS VS YEAR OF GRADUATION

GENERAL LINEAR MODELS PROCEDURE

[CODE 43: SCI-YOG]

BONFERRONI (DUNN) T-TEST FOR VARIABLE TOTAL SCIENCE CREDITS

ALPHA=.05 CONFIDENCE=.95 DF=2487 MSE=1.01492
CRITICAL VALUE OF T=2.39560

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY "**"

YEAR COMPARISONS	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	* DENOTES SIGNIFICANCE AT 0.05 LEVEL
1989 - 1986	0.51564	0.63582	0.756	****
1989 - 1983	0.87308	0.99193	1.11077	****
1986 - 1989	-0.756	-0.63582	-0.51564	****
1986 - 1983	0.23935	0.35611	0.47286	****
1983 - 1989	-1.11077	-0.99193	-0.87308	****
1983 - 1986	-0.47286	-0.35611	-0.23925	****

CHART 44

HIGH SCHOOL CURRICULUM - DISTRIBUTION BY SEX (1983 VS 1989)

[CODE 44: SEX-HSC]

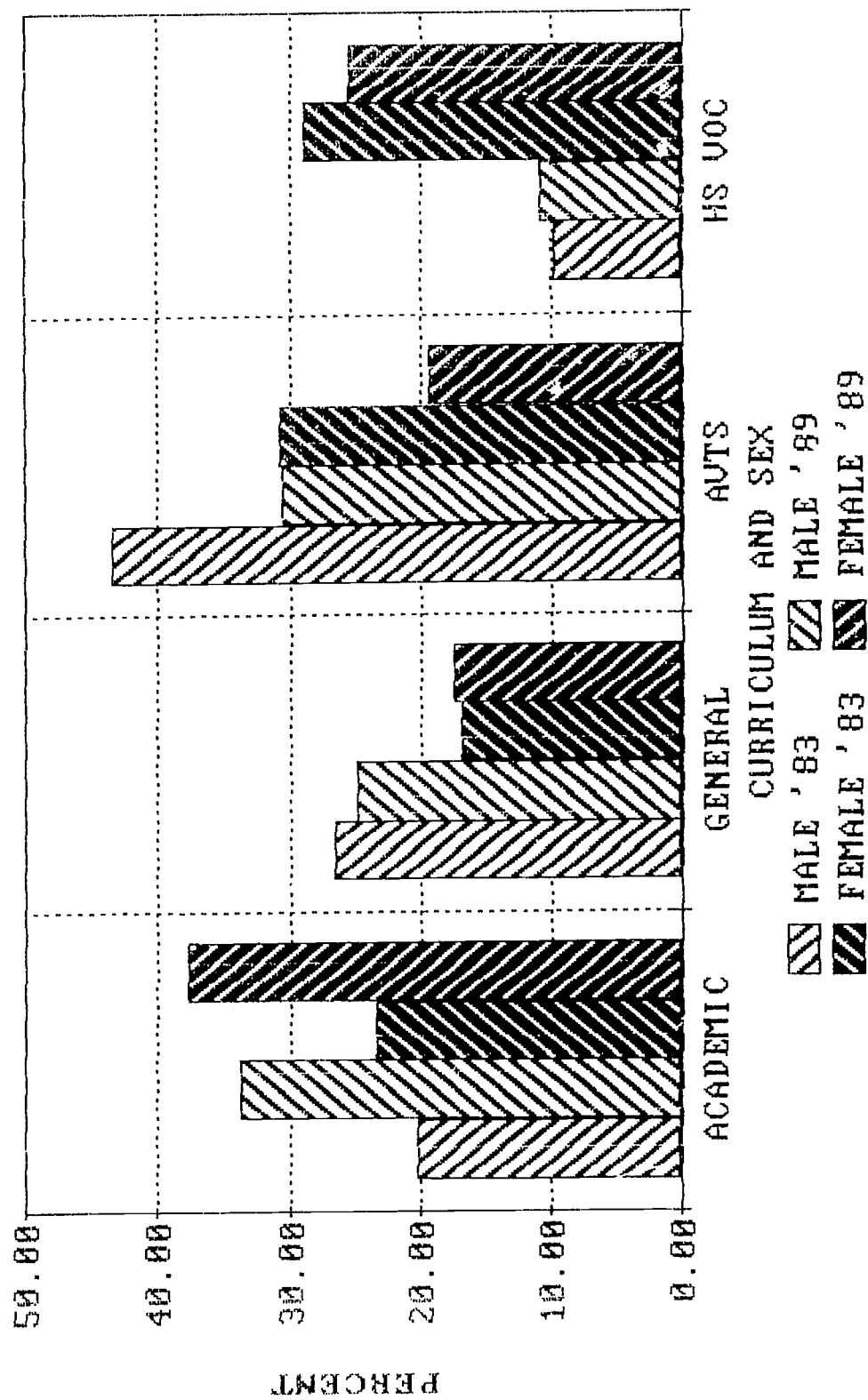
FREQUENCY		1983 GRADUATES				
PERCENT						
ROW %						TOTAL
COL. %		ACADEMIC	GENERAL	AVTS	HS VOC	
MALES		88	116	189	43	436
1983		10.06	13.26	21.60	4.91	49.83
		20.18	26.61	43.35	9.86	
		46.07	61.05	58.33	25.29	
FEMALES		103	74	135	127	439
1983		11.77	8.46	15.43	14.51	50.17
		23.46	16.86	30.75	28.93	
		53.93	38.95	41.67	74.71	
TOTAL		191	190	324	170	875
		21.83	21.71	37.03	19.43	100.00

CHI-SQUARE DF=3 VALUE=60.959 PROB=0.000
N=875

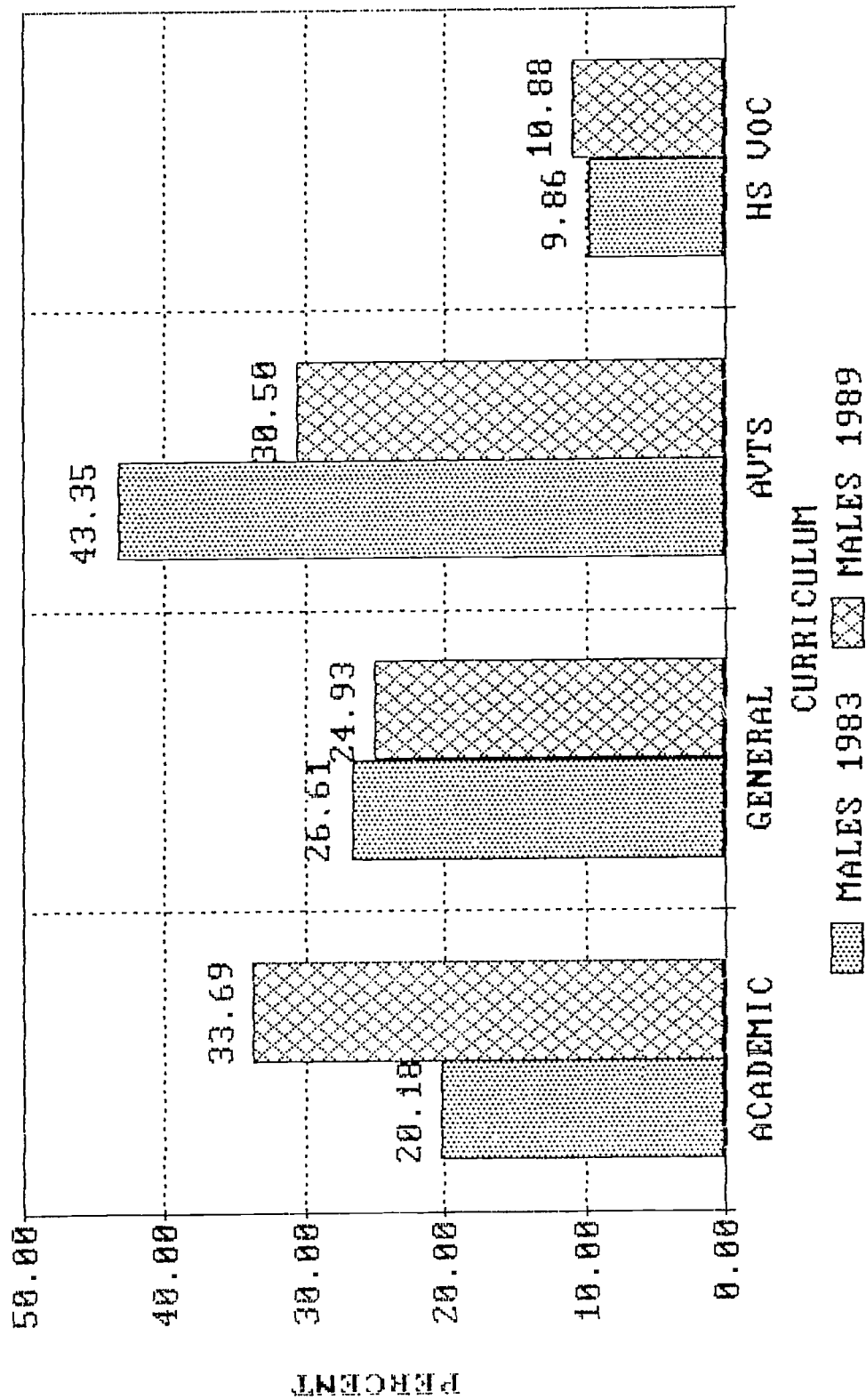
FREQUENCY		1989 GRADUATES				
PERCENT						
ROW %						TOTAL
COL. %		ACADEMIC	GENERAL	AVTS	HS VOV	
MALES		127	94	115	41	377
1989		14.51	10.74	13.14	4.69	43.09
		33.69	24.93	30.50	10.88	
		66.49	49.47	35.49	24.12	
FEMALES		152	70	78	103	403
1989		17.37	8.00	8.91	11.77	46.06
		37.72	17.37	19.35	25.56	
		79.58	36.84	24.07	60.59	
TOTAL		279	164	193	144	780
		31.89	18.74	22.06	16.45	89.14

CHI-SQUARE DF=3 VALUE=38.716 PROB=0.000
N=780

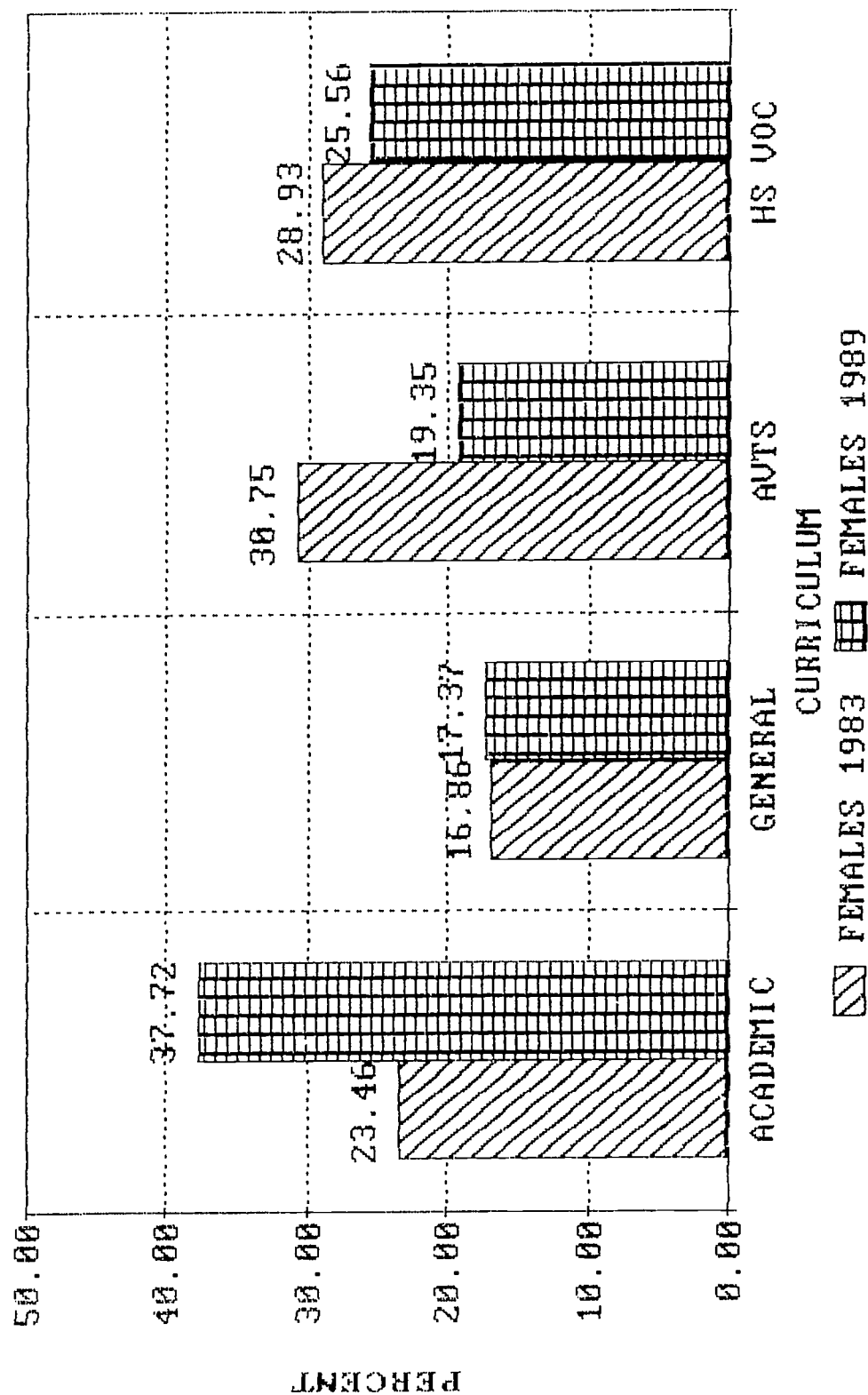
HS CURR BY SEX - 83 VS 89
GRAPH 1 - 44



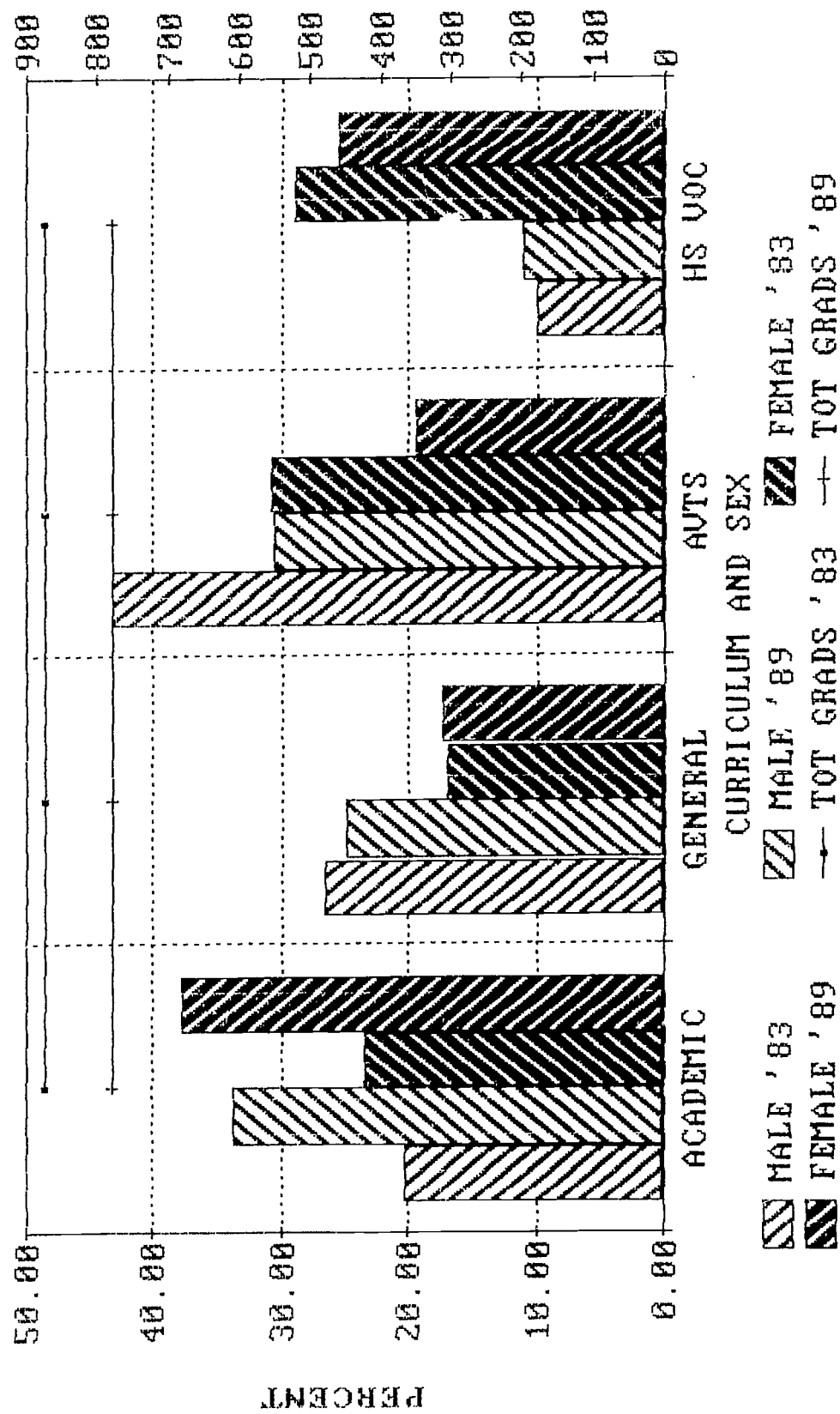
HS CURR : MALES - 83 VS 89
GRAPH 1 - 44 - 1



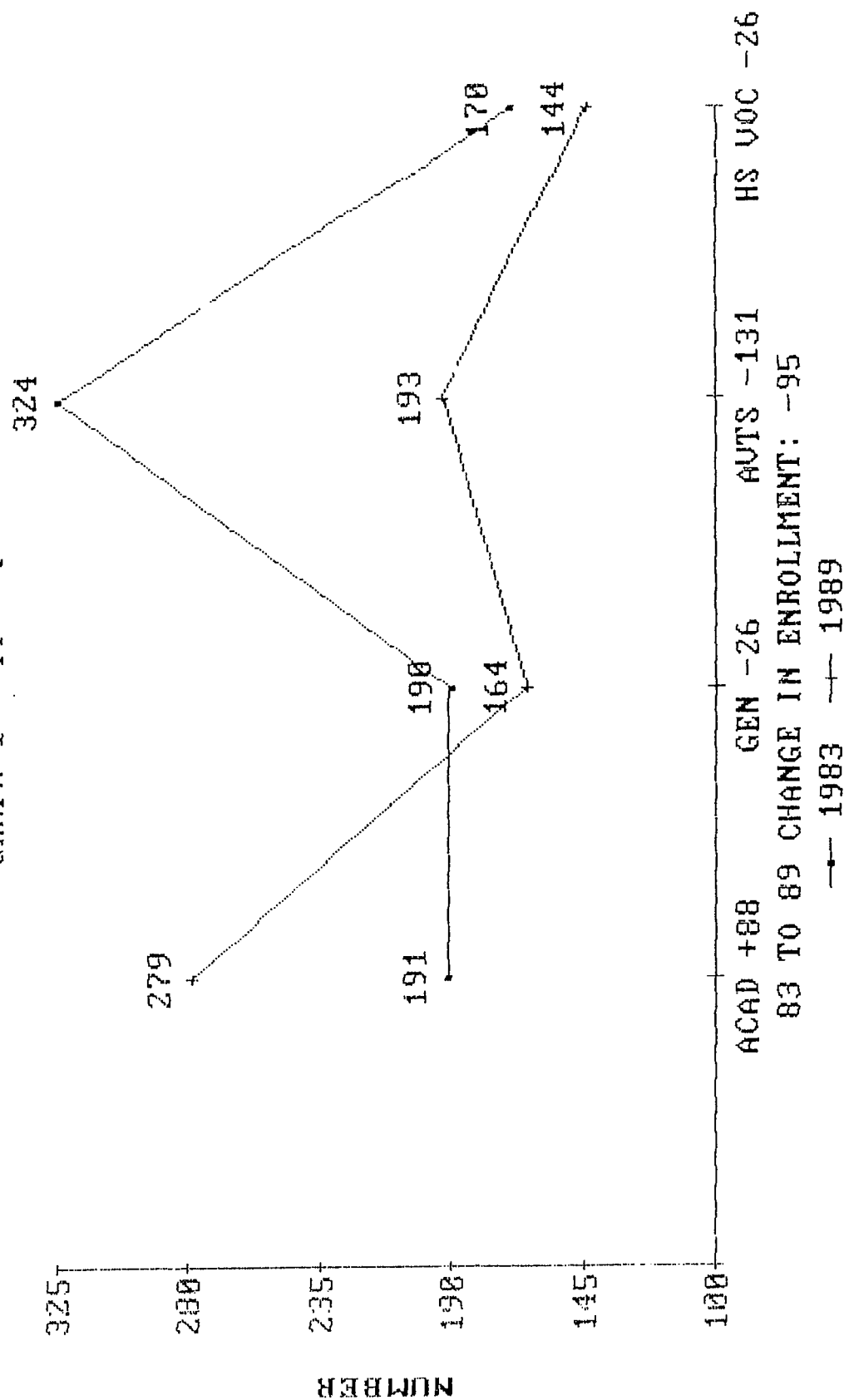
HS CURR : FEMALES - 83 VS 89
 GRAPH 1 - 44 - 2



HS CURR BY SEX - 83 VS 89
GRAPH 1 - 44 - 3



CHANGE IN # ENROLLED '83-89
GRAPH 1 ~ 44 - 4



% DECREASE IN ENROLLMENT 83-89
GRAPH 1 - 44 - 5

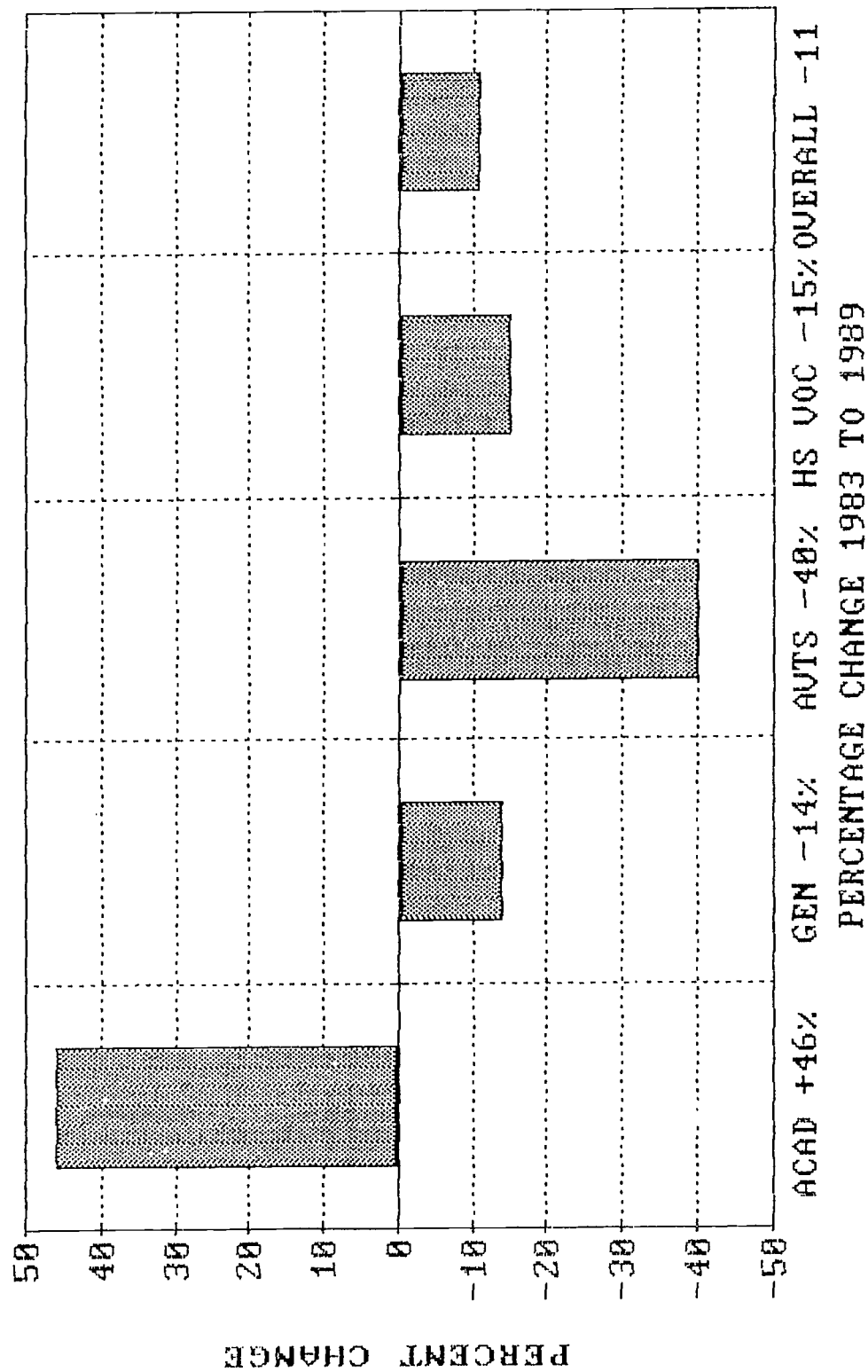


CHART 45

HIGH SCHOOL CURRICULUM - DISTRIBUTION BY SEX
ALL YEARS

[CODE 45: SEX2-HSC]

FREQUENCY

PERCENT

ROW %

COL. %

	ACADEMIC	GENERAL	AVTS	HS VOC	TOTAL
MALE	353	307	462	130	1252
	14.18	12.33	18.55	5.22	50.28
	28.19	24.52	36.90	10.38	
	47.57	61.03	57.46	29.48	
FEMALE	389	196	342	311	1238
	15.62	7.87	13.73	12.49	49.72
	31.42	15.83	27.63	25.12	
	52.43	38.97	42.54	70.52	
TOTAL	742	503	804	441	2490
	29.80	20.20	32.29	17.71	100.00

CHI-SQUARE DF=3

VALUE=118.365

PROB=0.000

N=2490

CURR DISTRIBUTION BY SEX
GRAPH 1 - 45

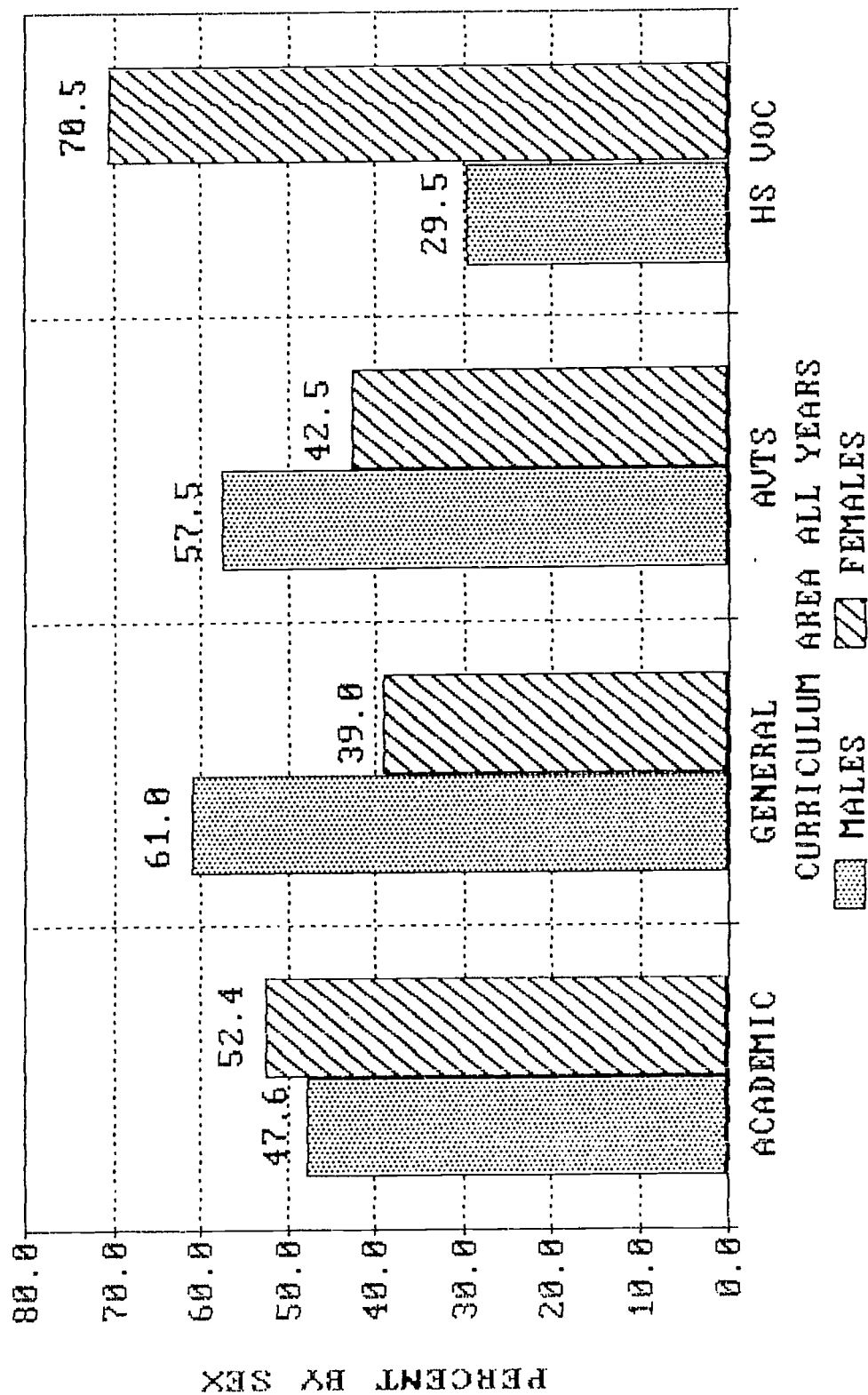


CHART 46

EMPLOYED GRADUATES SEEKING NEW EMPLOYMNET

ABBREVIATED CHART

[CODE 46: SK-NW-JB]

PERCENT

ROW %

COL. %

	EMPLOYED FULL TIME	ALL OTHERS	TOTAL
YES	11.61 35.45 22.78	21.15 64.55 43.14	32.76
NO	39.36 58.55 77.22	22.87 41.45 56.86	67.25
TOTAL	417 50.98	401 49.02	818 100

TRUNCATED REPORT

CHI-SQUARE DF=9

PROB=0.000

VALUE=153.120

N=818

CHART 47

TOTAL CREDITS VS YEAR OF GRADUATION

GENERAL LINEAR MODELS PROCEDURE

[CODE 47: TCR-YOG]

BONFERRONI (DUNN) T-TEST FOR VARIABLE TOTAL CREDITS

ALPHA=.05 CONFIDENCE=.95 DF=2487 MSE=20.3601
CRITICAL VALUE OF T=2.39560

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY "**"

YEAR COMPARISONS	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	* DENOTES SIGNIFICANCE AT 0.05 LEVEL
1989 - 1986	1.7956	2.3339	2.8721	****
1989 - 1983	2.6212	3.1535	3.6858	****
1986 - 1989	-2.8721	-2.3339	-1.7956	****
1986 - 1983	0.2967	0.8197	1.3426	****
1983 - 1989	-3.6858	-3.1535	-2.6212	****
1983 - 1986	-1.3426	-0.8197	-0.2967	****

CHART 48

STUDENTS ENTERING POST-SECONDARY EDUCATION BY HIGH SCHOOL CURRICULUM

[CODE 48: HSC-ED]

FREQUENCY

PERCENT

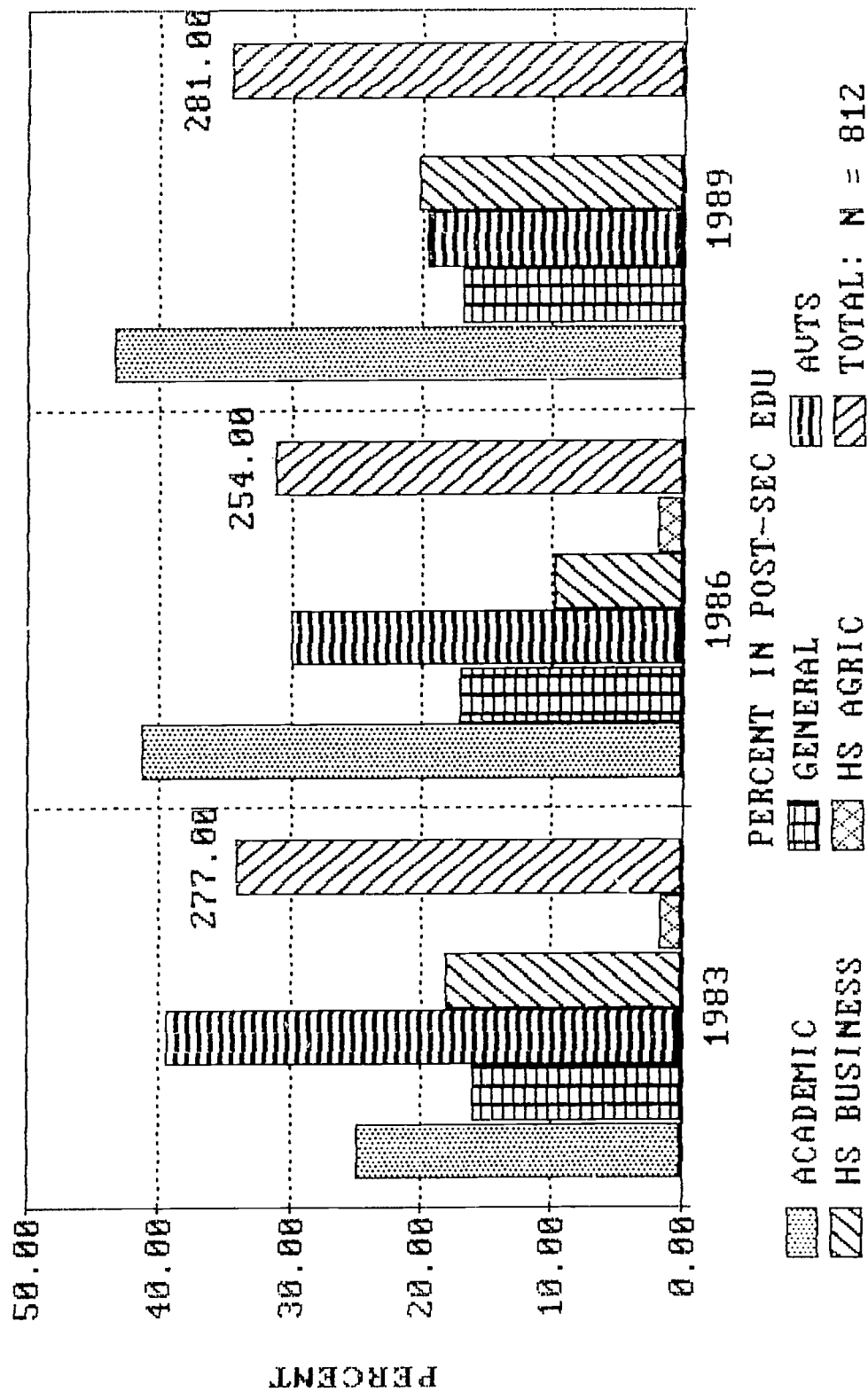
ROW %

COL. %

	1983	1986	1989	TOTAL
ACADEMIC	69	105	122	296
	8.50	12.93	15.02	36.45
	23.31	35.47	41.22	
	24.91	41.34	43.42	
GENERAL	44	43	47	134
	5.42	5.30	5.79	16.50
	32.84	32.09	35.07	
	15.88	16.93	16.73	
AVTS	109	76	55	240
	13.42	9.36	6.77	29.56
	45.42	31.67	22.92	
	39.35	29.92	19.57	
HS	50	25	57	132
BUSINESS	6.16	3.08	7.02	16.26
	37.88	18.94	43.18	
	18.05	9.84	20.28	
HS	5	5	0	10
AGRIC	0.62	0.62	0.00	1.23
	50.00	50.00	0.00	
	1.81	1.97	0.00	
TOTAL	277	254	281	812
	34.11	31.28	34.61	100.00

N=812

POST-SEC EDU BY HS CURRICULUM
GRAPH 48 - 1



PERCENT IN POST-SEC EDU BY YEAR
GRAPH 48 - 1 - 1

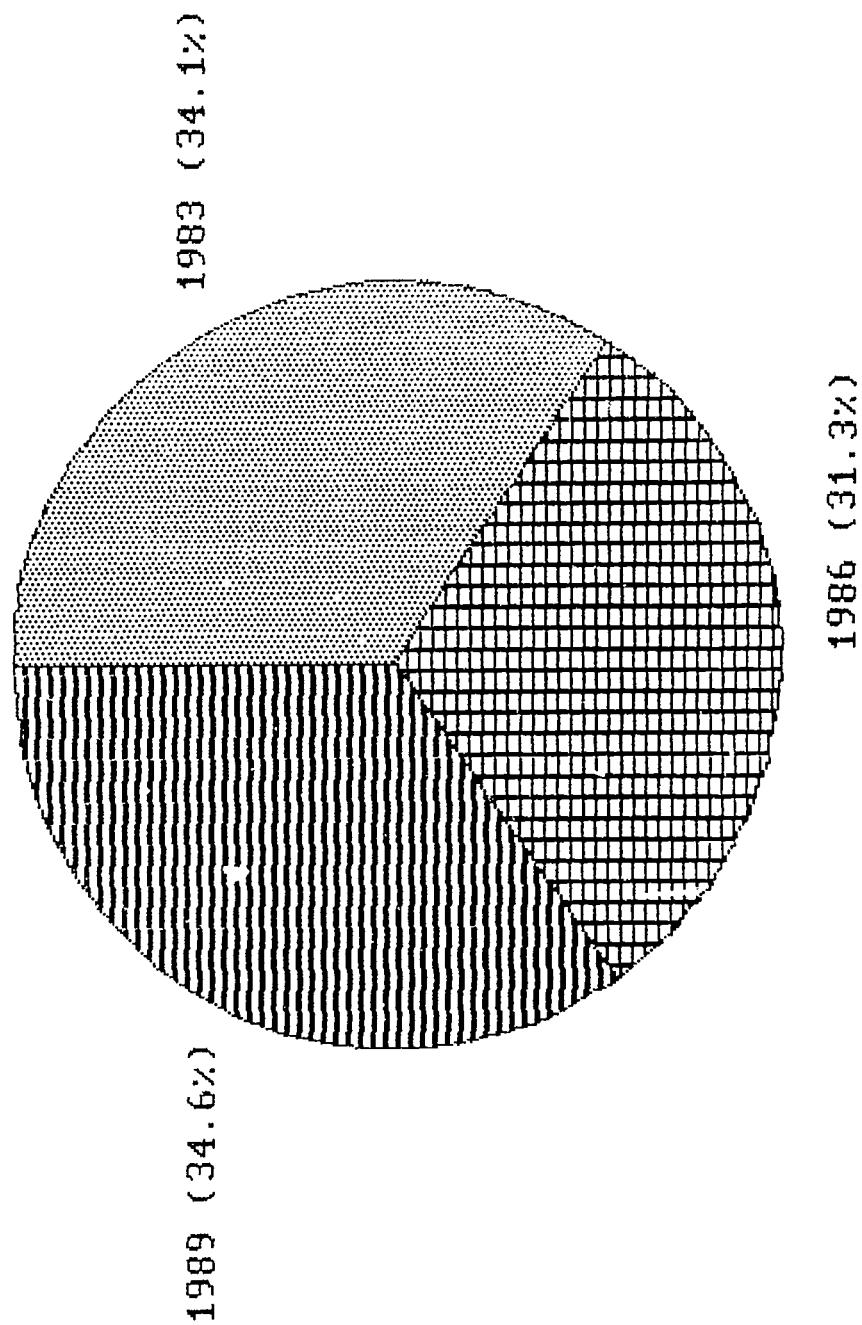


CHART 49

EMPLOYMENT STATUS BY YEAR OF GRADUATION

[CODE 49: YR-EMPST]

FREQUENCY

PERCENT

ROW %

COL. %

	1983	1986	1989	OVERALL
EMPLOYED	221	164	70	455
FULL-TIME	27.35	20.30	8.66	56.31
	48.57	36.04	15.38	
	80.07	65.08	25.00	
NOT IN THE	40	59	173	272
LABOR MKT	4.95	7.30	21.41	33.66
INCLUDES	14.71	21.69	63.60	
IN SCHOOL	14.49	23.41	61.79	
UNDER OR	15	29	37	81
UNEMPLOYED	1.86	3.59	4.58	10.02
	18.52	35.80	45.68	
	5.43	11.51	13.21	10.02
TOTAL	276	252	280	808
	34.16	31.19	34.65	100.00

N=808

UNDER-UNEMPLOYMENT RATES BY YEAR
GRAPH 49 - 1

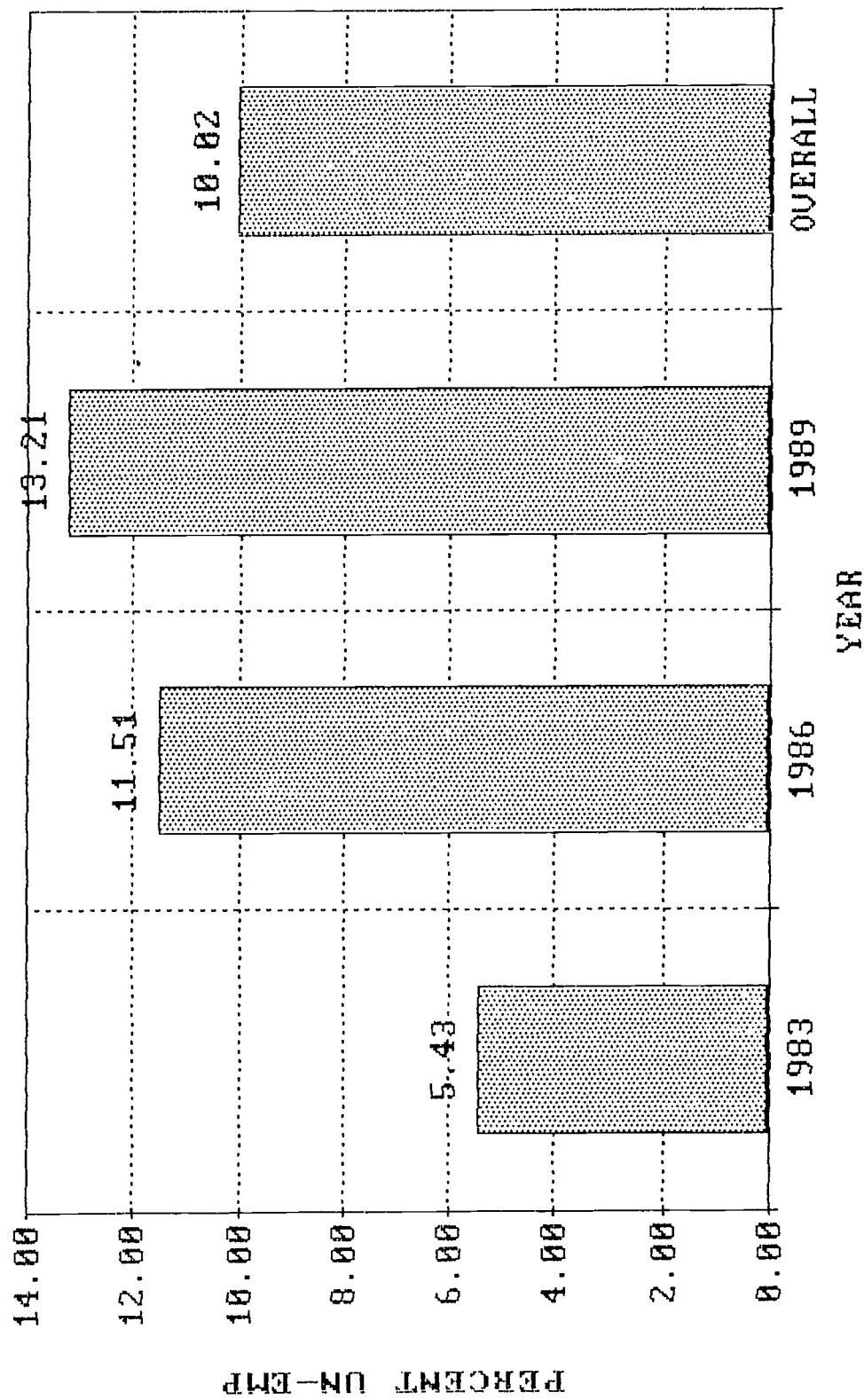


CHART 50

HIGH SCHOOL CURRICULUM DISTRIBUTION BY YEAR

[CODE 50: HSC-YR]

FREQUENCY

PERCENT

ROW %

COL. %

	1983	1986	1989	TOTAL
ACADEMIC	191	272	279	742
	7.67	10.92	11.20	29.80
	25.74	36.66	37.60	
	21.83	32.57	35.77	
GENERAL	190	149	164	503
	7.63	5.98	6.59	20.20
	37.77	29.62	32.60	
	21.71	17.84	21.03	
AVTS	324	287	193	804
	13.01	11.53	7.75	32.29
	40.30	35.70	24.00	
	37.03	34.37	24.74	
HS	158	107	135	400
BUSINESS	6.35	4.30	5.42	16.06
	39.50	26.75	33.75	
	18.06	12.81	17.31	
HS	12	20	9	41
AGRIC	0.48	0.80	0.36	1.65
	29.27	48.78	21.95	
	1.37	2.40	1.15	
TOTAL	875	835	780	2490
	35.14	33.53	31.33	100.00

CHI SQUARE

DF=8

VALUE=67.453
N=2490

PROB=0.000

CURRICULUM DISTRIBUTION BY YEAR
GRAPH 50 - 1

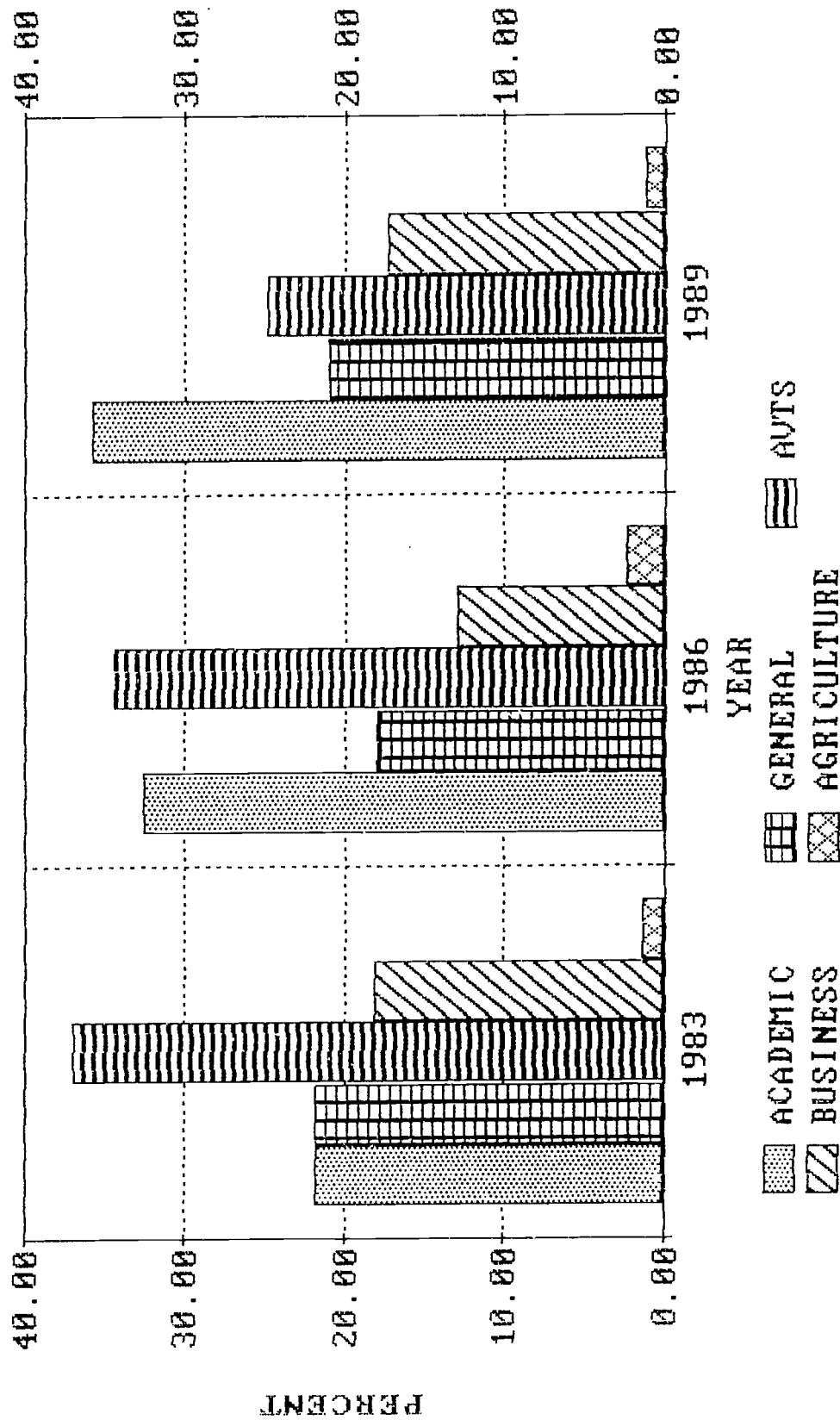


CHART 51

JOB PREPARATION VALUE OF HIGH SCHOOL CURRICULUM

[CODE : HSC-PREP]

FREQUENCY
PERCENT
ROW %
COL. %

	HELPFUL	NOT HELPFUL	N/A	TOTAL
ACADEMIC	156	123	20	299
	18.55	14.63	2.38	35.55
	52.17	41.14	6.69	
	31.26	41.84	41.67	
GENERAL	73	57	7	137
	8.68	6.78	0.83	16.29
	53.28	41.61	5.11	
	14.63	19.39	14.58	
AVTS	165	71	13	249
	19.62	8.44	1.55	29.61
	66.27	28.51	5.22	
	33.07	24.15	27.08	
HS	98	39	7	144
BUSINESS	11.65	4.64	0.83	17.12
	68.06	27.08	4.86	
	19.64	13.27	14.58	
HS	7	4	1	12
AGRIC	0.83	0.48	0.12	1.43
	58.33	33.33	8.33	
	1.40	1.36	2.08	
TOTAL	499	294	48	841
	59.33	34.96	5.71	100.00

CHI SQUARE DF=12 VALUE=37.748 PROB=0.000
N=841

JOB PREPARATION VALUE OF HSC
GRAPH 51 - 1

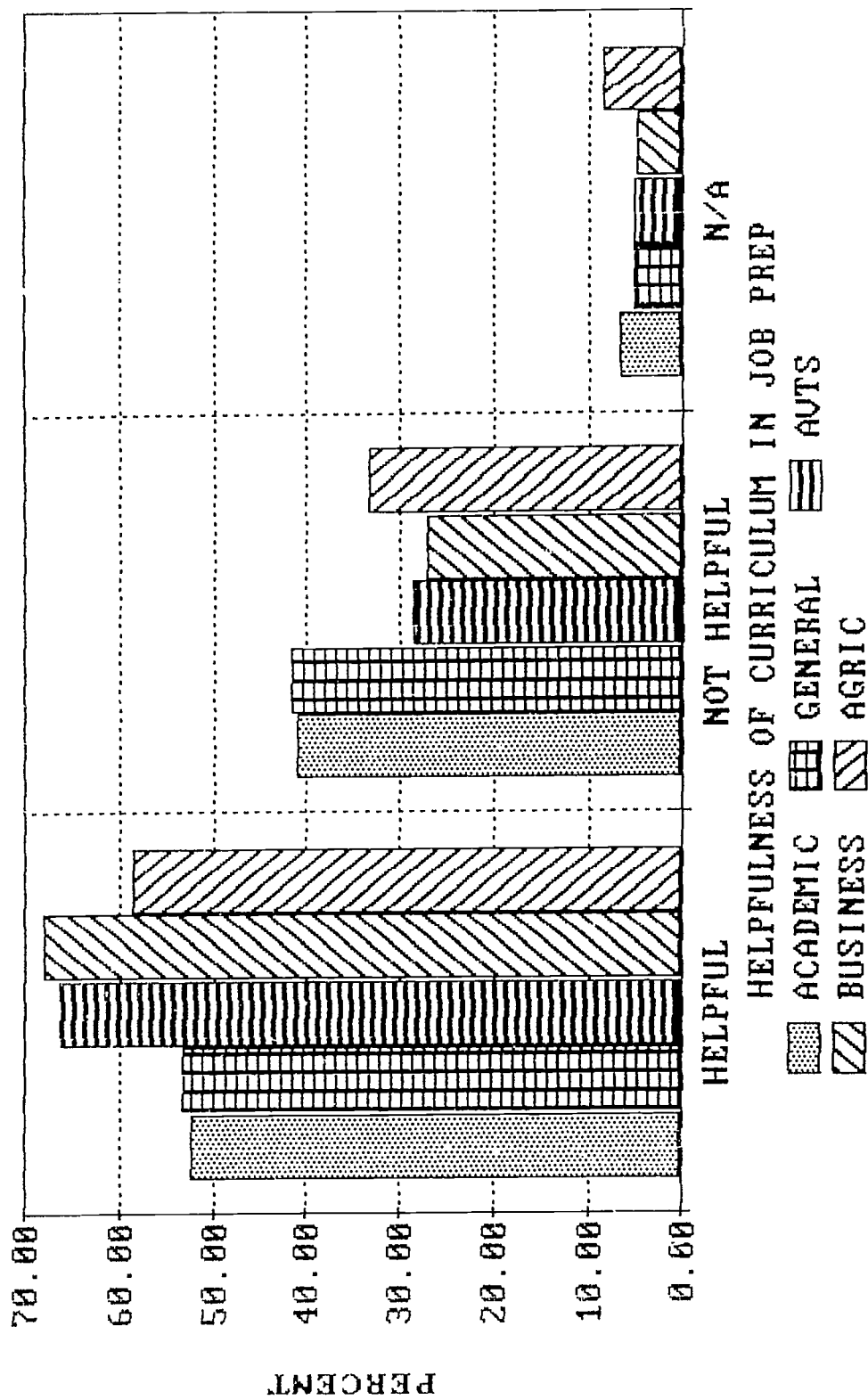


CHART 52

JOB RELATIVITY OF HIGH SCHOOL CURRICULUM

[CODE 52: HSC-JREL]

FREQUENCY
PERCENT
ROW %
COL. %

	VERY RELATIVE	RELATIVE	NOT RELATIVE	TOTAL
ACADEMIC	3	9	249	261
	0.38	1.14	31.48	33.00
	1.15	3.45	95.40	
	1.96	5.73	51.77	
GENERAL	9	20	97	126
	1.14	2.53	12.26	15.93
	7.14	15.87	76.98	
	5.88	12.74	20.17	
AVTS	99	85	68	252
	12.52	10.75	8.60	31.86
	39.29	33.73	26.98	
	64.71	54.14	14.14	
HS	42	40	62	144
BUSINESS	5.31	5.06	7.84	18.20
	29.17	27.78	43.06	
	27.45	25.48	12.89	
HS	0	3	5	8
AGRIC	0.00	0.38	0.63	1.01
	0.00	37.50	62.50	
	0.00	1.91	1.04	
TOTAL	153	157	481	791
	19.34	19.85	60.81	100.00

CHI SQUARE DF=8 VALUE=293.228 PROB=0.000
N=791

DATA COMPACTION

JOB RELATIVITY BY HS CURRICULUM
GRAPH 52 - 1

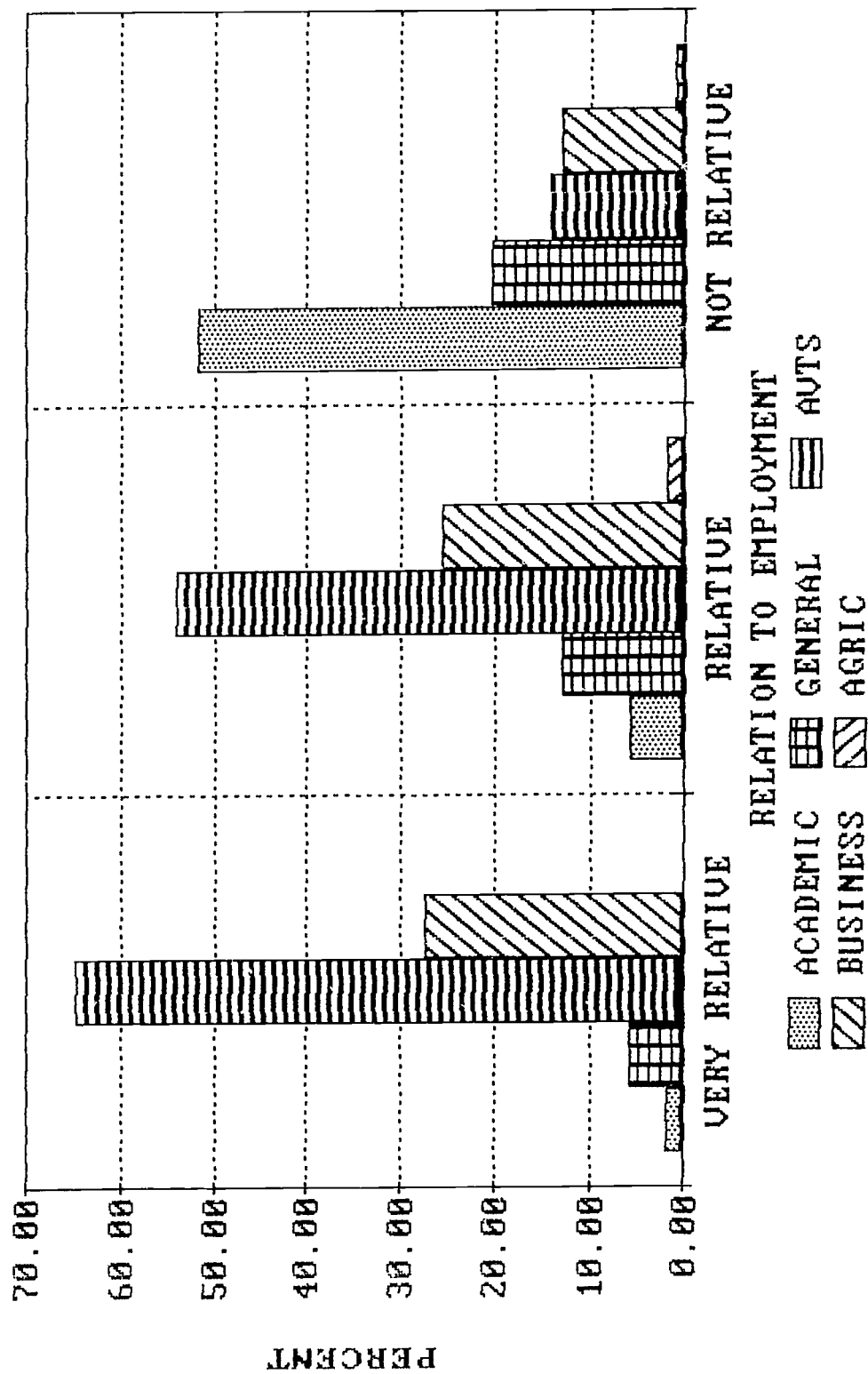


CHART 53

ASSISTANCE IN FINDING EMPLOYMENT BY HIGH SCHOOL CURRICULUM

CLASS OF 1989

[CODE 53: HSC-JBFN]

FREQUENCY

PERCENT

ROW %

COL. %

	HELPFUL	NOT HELPFUL	NA	TOTAL
ACADEMIC	22	75	26	123
	7.61	25.95	9.00	42.56
	17.89	60.98	21.14	
	27.50	45.45	59.09	
GENERAL	10	30	8	48
	3.46	10.38	2.77	16.61
	20.83	62.50	16.67	
	12.50	18.18	18.18	
AVTS	31	23	3	57
	10.73	7.96	1.04	19.72
	54.39	40.35	5.26	
	38.75	13.94	6.82	
HS	16	37	7	60
BUSINESS	5.54	12.80	2.42	20.76
	26.67	61.67	11.67	
	20.00	22.42	15.91	
HS	1	0	0	1
AGRIC	0.35	0.00	0.00	0.35
	100.00	0.00	0.00	
	1.25	0.00	0.00	
TOTAL	80	165	44	289
	27.68	57.09	15.22	100.00

DATA COMPACTION

HELPFULNESS IN FINDING EMPLOYMENT
GRAPH 53 - 1

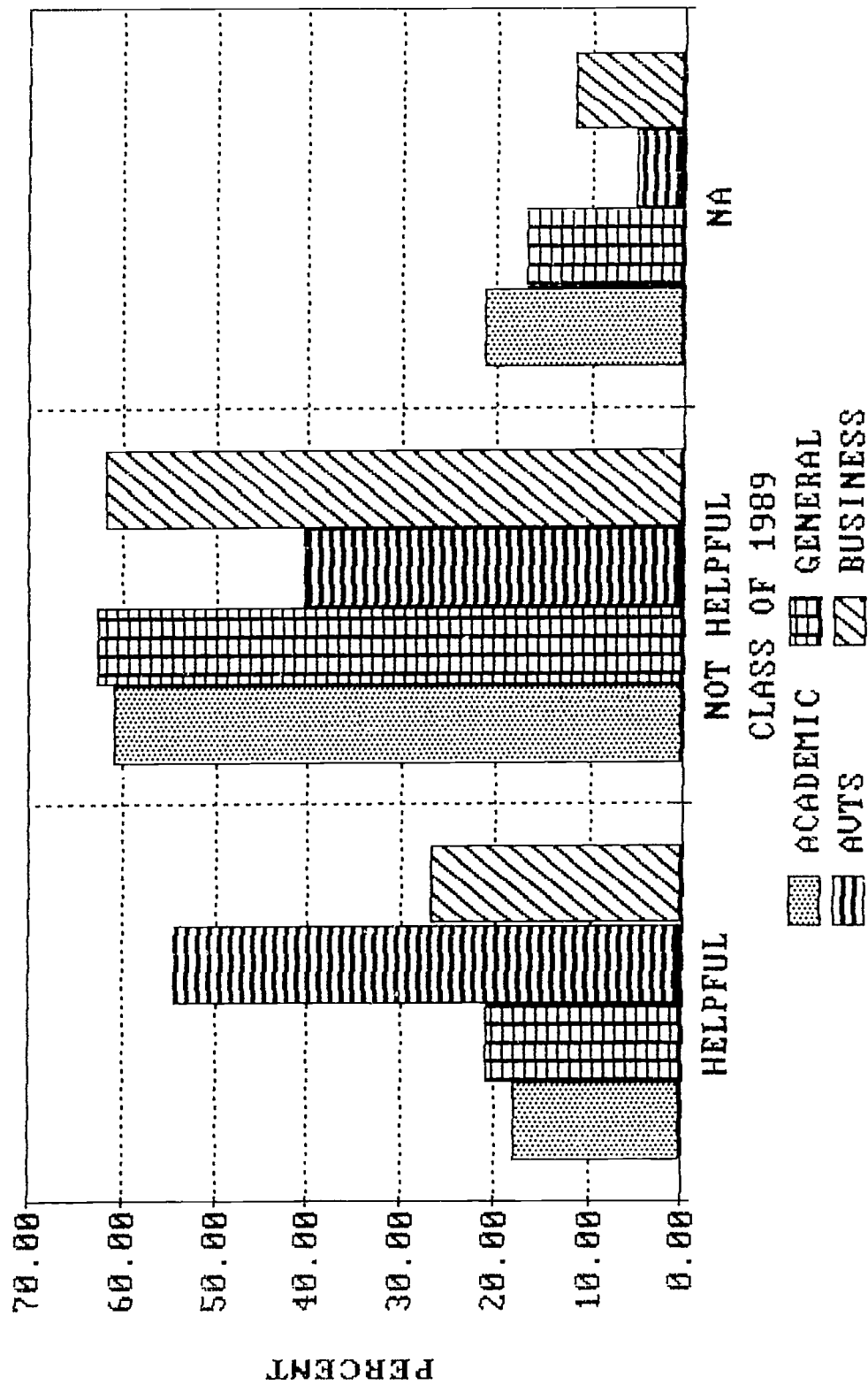


CHART 54

POPULATION DATA

[CODE 54: SRV-DTA]

BY CURR	FREQUENCY	PERCENT	RESPONSE	PERCENT	RESPONSE RATE
ACADEMIC	742	29.80	300	35.30	40.43
GENERAL	503	20.20	139	16.40	27.63
AVTS	804	32.30	255	30.00	31.72
BUSINESS	400	16.10	144	16.90	36.00
AGRICULTURE	41	1.60	12	1.40	29.27
	N=2490		RN=850	OVERALL	34.14

BY YEAR	FREQUENCY	PERCENT	RESPONSE	PERCENT	RESPONSE RATE
1983	875	35.14	294	34.60	33.60
1986	835	33.53	265	31.20	31.74
1989	780	31.33	291	34.20	37.31
	N=2490		RN=850	OVERALL	34.14

BY DISTRICT	FREQUENCY	PERCENT	RESPONSE	PERCENT	RESPONSE RATE
CLEARFIELD	822	33.01	311	36.59	37.83
CURWENSVILLE	344	13.82	100	11.76	29.07
PHILIPSBURG	652	26.18	213	25.06	32.67
WEST BRANCH	356	14.30	129	15.18	36.24
MO VALLEY	316	12.69	97	11.41	30.70
	N=2490		RN=850	OVERALL	34.14